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THE SOLDIERS' MONUMENT ERECTED 1910.

The Proceedings of the
Dedication of the Soldiers' Monument

Dover, Massachusetts, June 18, 1910

TO WHICH HAS BEEN ADDED THE EXERCISES OF DEDICATION
OF THE NEW GRAMMAR SCHOOL HOUSE
NOVEMBER 12, 1910

THE UNVEILING OF HEADSTONES TO THE MEMORY
OF REVOLUTIONARY SOLDIERS
MAY 10, 1911

THE DEDICATION OF THE TABLET ERECTED IN
MEMORY OF THE INDIANS
JANUARY 13, 1912



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CONTENTS

	Page
DEDICATION OF SOLDIERS' MONUMENT	
Foreword	5
Invocation. By Rev. William R. Lord	7
Introductory Address. By Mr. Frank Smith	7
Unveiling of Monument. By Miss Esther Bond and Miss Martha E. Colburn	9
Address by Governor Eben S. Draper.....	10
Original Poem. By Mr. William H. Gardner.....	14
Address. Corporal James B. Gardner.....	15
Original Poem. By Rev. Albert H. Plumb.....	20
Address. By Mr. Worthington C. Ford	21
Address. By Commander J. Willard Brown	24
DEDICATION OF GRAMMAR SCHOOL HOUSE	
Devotional Exercise. By Rev. William R. Lord.....	27
Address of Welcome. By Mr. Richard H. Bond.....	28
Report of Building Committee. By Mr. Walter P. Henderson	29
Acceptance of Keys. By Mr. Richard H. Bond	30
Historical Address. By Mr. Frank Smith.....	31
Address. By Mr. S. C. Hutchinson.....	48
Address. By Prof. George B. Haven	49
Address. By C. A. Prosser, Esq.	51
UNVEILING OF REVOLUTIONARY HEADSTONES	
Unveiling of Headstones. By Miss Sarah Smith.....	53
Invocation. By Rev. William R. Lord	53
Address. By Ambassador Curtis Guild.....	54
Original Hymn. By Mr. Burges Johnson.....	59
DEDICATION OF BRONZE TABLET	
Introductory Address. By Mr. Augustin H. Parker.....	61
Invocation. By Rev. William R. Lord	61

CONTENTS

	Page
Unveiling of Tablet. By Miss Antoinette Chickering	62
Historical Address. By Mr. Frank Smith	62
Original Poem. By Mr. William H. Gardner.....	73
Address. By Rev. James De Normandie, D. D.....	74
Original Hymn. By Miss Kate Louise Brown.....	78
Subscribers to Publication Fund.....	79

ILLUSTRATIONS

	Facing Page
Soldiers' Monument.....	Frontispiece
Grammar School House.....	7
Headstones to Revolutionary Soldiers	53
Bronze Tablet and Boulder	61

FOREWORD.

The first agitation for the erection of a soldiers' monument goes back to a time soon after the close of the Civil War. As early as 1875 the question was discussed and strongly advocated by Ansel K. Tisdale, a Dover veteran of the Civil War. The subject was kept alive through the years by Mr. Tisdale and later had the active support of George L. Howe, Jedediah W. Higgins, and other residents.

Some years ago a nucleus for the erection of a soldiers' monument was formed by setting aside a part of the annual appropriation made by the town for the observance of Memorial Day. The question of the erection of a monument took definite shape in 1909, when Irving Colburn, Lewis B. Paine, and J. Grant Forbes were appointed a Soldiers' Monument Committee. The monument fund having steadily grown under the fostering care of those especially interested in the project, the town voted at the annual March meeting in 1910 to add a sum sufficient to erect a dignified monument, the whole matter being put in charge of the standing committee.

Messrs. Richardson, Barott & Richardson were selected as architects. Their design of a monument in honor of all the soldiers who had represented Dover in the wars of the country was accepted by the town, and the contract for building the monument was awarded by the Committee to the Holt-Fairchild Company of Boston. It was decided to erect the monument on the "Old Training Field," which was first used for military purposes as early as the middle of the 18th century. Here the soldiers in the last French and Indian War and the Revolution used to assemble, and here the state militia held training days until about 1850.

The monument is placed at the east end of the Training Field, near the junction of Dedham and Centre Streets, and is in full view of all who come into town from the direction of Needham or Dedham. It stands on a granite foundation twelve feet eight inches square. The monument comprises a circular shaft, built of Westerly granite, three feet two inches in diameter and fourteen feet high. The main shaft rests upon a base of Rockport granite four feet eight inches square, and is surmounted by a

FOREWORD

bronze eagle, an exact copy of an old Roman model. The eagle is not only an emblem of our Union but represents the Indian, who once roamed over Dover fields, as well. In photographs of the American Indians the eagle frequently appears, and is always a symbol of courage.

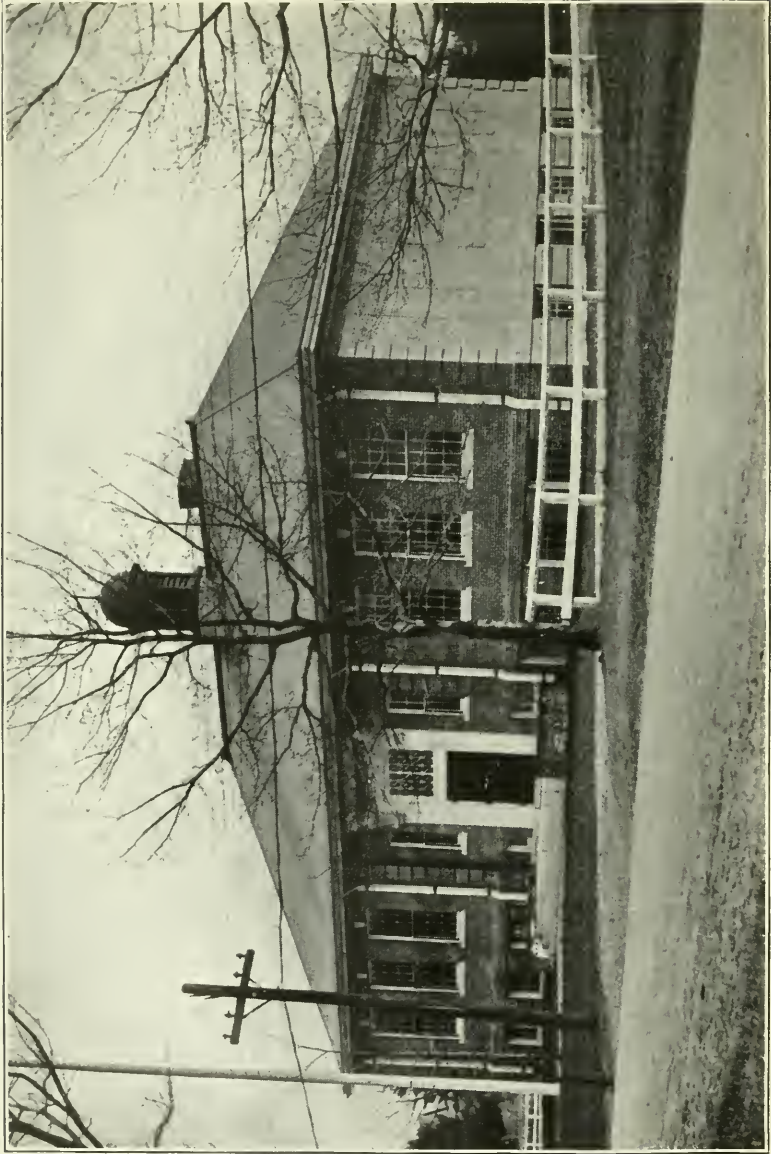
The total height of the monument is approximately twenty feet. On the front of the monument is the date of the erection in Roman figures encased in the granite, and just below in bronze letters the inscription, "Erected by the Town of Dover in Honor of Her Soldiers." On the reverse of the monument are inscribed in bronze Roman figures the dates of the five wars in which Dover soldiers have participated. The monument was erected at an expense of \$2,500.

It is an interesting historical fact that the monument rests upon the foundation stones of the old parish tavern, which, built in 1761, entered so largely into the life of the people of the town for nearly a century. In the old tavern the soldiers of three wars were accustomed to gather.

The dedicatory exercises were held around the monument in the presence of the Governor of the Commonwealth, citizens of Dover, and numerous visitors from the surrounding towns. Music was furnished by the Natick Brass Band, which escorted Governor Draper to the platform. The members of the Grand Army Posts of Natick, Needham, and Medfield were especially invited guests and were received by a committee comprised of Mrs. Maria J. Bean, Mr. William Bell, Mr. and Mrs. W. E. Boundford, Mr. John Burns, Mr. and Mrs. Irving Colburn, Miss Martha E. Colburn, Mr. Austin S. Kenney, Mr. James G. Mann, Mrs. Mary A. Skimmings, Mr. and Mrs. Levi A. Talbot.

To the great disappointment of all assembled, an approaching shower compelled the adjournment, after the unveiling of the monument, to the Town Hall, where the remaining exercises were held.

There have been added to the proceedings of the dedication of the monument (1) the exercises in connection with the opening of the new Grammar Schoolhouse, erected by the town to effect a complete consolidation of schools; (2) the unveiling of the headstones erected to the memory of Revolutionary soldiers, with an abstract of former Governor Guild's eloquent address; and (3) the exercises in connection with the dedication of the Tablet erected to the memory of the Indians who made the surrounding country "a peculiar hunting place."



THE CARYL SCHOOLHOUSE ERECTED 1910.

DEDICATION OF THE SOLDIERS' MONUMENT.

PROCEEDINGS.

MUSIC.

BY THE BAND.

The President: An invocation to the Supreme Being, who has so wonderfully blessed our fathers in the years that have passed in times of war as well as times of peace, will be offered by the Rev. William R. Lord.

INVOCATION.

BY REV. WILLIAM R. LORD.

O Thou, out of whose purpose and heart has come our American nation to be one of the larger family of peoples that inhabit this earth, we thank Thee for the blessings of national life in the hope and growing realization of liberty, equality and fraternity. We thank Thee that it is given us, each one, to serve our nation in living and sometimes in dying self-sacrifice! We thank Thee that today we can raise here this memorial to our fathers and brothers who counted not their lives dear, if so be, through their offering, we who come after in the generations might enter into the inheritance they thus purchased for us! And may this memorial pillar while it abides through the years and centuries, be ever to us and to those who come after us, a reminder of our duty, yea, our privilege, to bend our lives in civic struggle for the uplift of the people.

May we, too, count not our lives dear, if by daily living we can overcome political evil and establish justice in our land!

So now, before Thee and in Thy name, we dedicate this monumental structure to the sacred memory of our soldier dead.

AMEN.

INTRODUCTORY ADDRESS.

BY MR. FRANK SMITH, PRESIDENT OF THE DAY.

Fellow Citizens and Friends: When that little company of English Puritans rowed up the Charles River, in 1636, and founded the town of Dedham, they soon set apart a training field and

DEDICATORY EXERCISES

organized, after the fashion of their fatherland, a train-band to defend their homes and their lives from Indian attacks.

When, in 1748, the residents of that part of Dedham which is now Dover, gained a corporate existence, they set apart a training field like their fathers and organized a train-band or military company, that they might be in readiness to help protect the colonies from the encroachment of the French and Indians. Here on this training field on the morning of April 19, 1775, the Dover Company of Minute Men assembled, at the call of a messenger, and later marched sixty-six strong, under the command of Captain Ebenezer Battelle, on the Lexington Alarm, to defend their principles with their lives.

And one there was—Elias Haven—
“Who that day would be lying dead,
Pierced by a British musket ball.”

Here the state militia held training days and an annual muster as long as town companies were kept up, and in the trying days of the Civil War the “Home Guard”* met here for military drill.

On this old training field, a spot made sacred by tender memories and associations, the town of Dover has erected a soldiers’ monument, the shadow of which almost crosses the graves, in yonder cemetery, of three-score soldiers who fought in four of the wars of this country.

We are assembled on this training field this afternoon to dedicate a monument to the honor of all those who, having lived on these broad acres, fought in the years that have passed, for self-preservation, for independence, for equal rights, and human liberty.

This monument is erected by the town of Dover as a tribute to the dead, a memory to the living, and an emblem of loyalty to posterity.

MUSIC.

BY THE BAND.

The President: In this new** civilization of ours, with its changing customs and occupations, few farms remain in the hands of descendants beyond the third generation. But happily there are exceptions to this rule, and homesteads are sometimes found that

*We have failed to find a like organization anywhere else in the Commonwealth.

**Sherburne, England, for which the adjoining town of Sherborn was named, celebrated in 1905, the twelve hundredth anniversary of her settlement.

DEDICATORY EXERCISES

have been in the hands of lineal descendants for ten generations. How such homesteads appeal to our imagination, covering, as they do, a period of time which includes the history of every institution and every event in the entire life of a New England community!

This monument is to be unveiled in your presence by two young ladies who together represent ancestors who took part in all the wars, with the exception of the Spanish War, for which this monument stands. One of these young ladies, Miss Esther Bond, has the honor of being descended in the eighth generation from Henry Wilson, the first English settler in this town. Like her mother and all the generations back of her, she was born, reared, and has always lived on the farm settled by her Puritan ancestor, in 1640.

The other young lady, Miss Martha E. Colburn,* has the honor of being descended in the seventh generation from Thomas Battelle, at one time town clerk and for many years the schoolmaster of Dedham. He settled on the Clay Brook road previous to 1667, and his descendants, from that day to this, have been prominently connected with the history of Dover. Miss Colburn has the further distinction of being descended from Robert Sherman, a signer of the Declaration of Independence.

I have the pleasure of presenting Miss Martha E. Colburn and Miss Esther Bond, who will unveil this monument to your gaze and that of future generations.

UNVEILING OF THE MONUMENT.

The President: In the development of this town, settlements were made in different parts of the territory before King Philip's War. One of these early settlers was James Draper, the Puritan, who settled here previous to 1656, on a farm which extended from the Natick to the Medfield line. He has had an honored posterity, which is now scattered over this broad land. Nearly a century after his settlement here Josiah Richards took up his residence on Strawberry Hill. He had seven sons born to him in Dover, all of whom took part in one or more engagements in the Revolutionary War. One of these sons, Lieut. Lemuel Richards, fought in the last French and Indian War, as well as in the Revolution. He has a descendant, as well as James Draper,

*Being the daughter of a Civil War veteran, Miss Colburn was especially named to represent the soldiers of the Civil War in the unveiling of the monument.

DEDICATORY EXERCISES

in the person of the chief magistrate of the Commonwealth, who is present to dedicate this monument to his ancestors and your ancestors, those men of Dover who have so bravely and so faithfully served in the wars through which this country has passed. I have the honor of introducing His Excellency Governor Eben Sumner Draper.

ADDRESS.

GOVERNOR DRAPER.

Mr. President, Ladies and Gentlemen: As your president has stated, I am fortunate in having had several ancestors who are among those whose deeds are commemorated by the beautiful monument which has been unveiled here today. Busy as the Governor of this Commonwealth is obliged to be, I should have felt that I must decline your invitation to be here except that the occasion was worthy of the Governor's presence, and the further fact that I had a strong personal desire to come.

In looking over the records of men from Dover who have taken part in the various wars to which the Commonwealth of Massachusetts has contributed men and money, I find that in the wars before the Revolution, and including the Revolution, there are some twenty soldiers, many of whom were officers, who were members of my own family, and that accounts for my strong personal interest in these exercises.

This monument has been erected by the town of Dover to commemorate the services of her citizens in numerous wars. The trials and sufferings of the people of this Commonwealth in the wars antedating the Revolution were, perhaps, directly greater than those of any other time. In the Indian wars the wives and children of the citizens were killed, their houses and all their property frequently destroyed, and their sufferings were intense; but the sturdy characteristics of the brave men and women of those days met and overcame all the difficulties which seemed many times to be more than could possibly be borne.

At that time the people fought for bare existence; but they learned to depend upon each other, and the history of those days is full of exploits requiring the greatest heroism and fortitude.

Later on came the Revolutionary War, and Dover, in common with other towns of the Commonwealth, furnished many of her best men for service in that war. Many of the important battles of that conflict were fought on the soil of Massachusetts, and Lexington, Concord, and Bunker Hill are prominent names in the history of the world.

DEDICATORY EXERCISES

The problems which the people of the thirteen original colonies had to grapple with at that time were stupendous. Engaged in a war with the most powerful nation on earth, without a properly constituted national government, the colonists struggled through seven years of bitter strife and achieved their independence and a glorious victory.

When this war was concluded, the problems which had to be faced by the people were very difficult of settlement. The organization of the national government brought many important questions to the front for consideration. The colonies were very jealous of their rights as states, and it was extremely difficult for them to form a national government to which proper powers should be delegated, while at the same time they should keep to themselves proper powers as sovereign states.

They dealt successfully with these problems, as they had with all preceding ones; but the question of state rights and national sovereignty was one on which there were great differences of opinion, as indeed there are to this day; and while no question arose immediately to bring out drastic differences between the states, political parties separated on these issues and they were met in every national election for many years after the Revolution.

The War of 1812 was waged with Great Britain by the national government, and the young republic, which had by this time become a nation, acquitted itself wonderfully well in that great war.

From that time until 1860, while there were various difficulties with other questions, including the war with Mexico, the principal problems with which the people had to do were those of civil government, such as any country is obliged to solve, although ours were peculiar to ourselves because of the fact that our form of government was different from that of other countries; and the question of state rights as opposed to the rights of the national government were constantly causing discussion, so that the varying opinions on this matter served as the cardinal principles of the great political parties of the nation.

For some years before 1860 the question of the extension of slavery had become the great question for discussion in the halls of Congress and by the people of the different sections of the country. Slavery was an established and recognized institution in the Southern states, and its spread into some of the new states was urgently championed by the South, and as stoutly resisted by the North. With the election of Lincoln in 1860 the crisis

DEDICATORY EXERCISES

came; Fort Sumter was fired upon; the Southern people claimed the right to secede and establish a nation of their own, and the greatest civil war of history began.

It is not necessary for me to attempt to describe the terrible experiences consequent upon that terrible war. We have present here today in this audience many veterans who were members of the Union army in that great struggle, and I confess that I never stand in their presence without the greatest reverence for them and the work they accomplished. The hardships they endured, the valor they displayed, are a proud heritage of this Commonwealth; and I am delighted to see so many of them here today taking part in the dedication exercises of this monument which is to such a large extent to commemorate the deeds they performed.

As a result of that war slavery was abolished; the right of any state to secede was forever crushed; and after the war had terminated, the great army of the North, which was made up of volunteers, was quietly dispersed, the men returned to their homes and took up the vocations of business, and the people of the country settled down to their ordinary pursuits. The nationality of the government was established, but the proper rights of the individual states were not destroyed, and the nation began to grow with marvellous rapidity.

From 1865 to 1898 many of the political questions which had to be considered by the people were the result of the great war, and many new questions were introduced for discussion and settlement by the enormous increase of immigration of people of all nationalities and representatives of different civilizations.

In 1898 the Spanish War, so-called, came on, which was waged for the freedom of Cuba; and that war brought with it new problems to be solved in connection with the government of colonial possessions; but the old problems still continued with us.

In our earlier wars, up to and including the Revolution, we had a homogeneous population, and these questions which have lately become so prominent in our political affairs were not of such great importance; but the men of today have to deal with the problems of today.

The past of our nation is secure and great; the future rests on our efforts and those of our children and their children. With all the varying elements of our population which are coming to this country today in such large numbers, it behooves those of us, who by industry, tradition and experience are supposed to know what it is to be an American citizen, to do all in our power to see

DEDICATORY EXERCISES

that these new-comers are properly educated so that they, too, may be good American citizens.

Many people come to this country to secure what they call liberty. They must be taught that liberty is not license, but that it guarantees to people a free right to religious worship and freedom of opportunity to improve themselves and become useful American citizens.

In my judgment there is no influence which will be so potent for good in dealing with these great questions as that of education; and it behooves us to see that all people who come to us from foreign countries shall be properly educated in what is necessary for good citizenship. The problems of today are no less difficult than those with which our fathers and grandfathers had to deal; but I have faith to believe that the men of today and the children of tomorrow will meet these difficulties of the future as successfully as did their ancestors of the past, and that this nation will continue to grow and maintain its prominent place among the nations of the world.

I have felt it wise to refer to the problems of the present day and to call attention to their seriousness in the few remarks that I have had to make here; but I realize that the object of this occasion is to dedicate this monument to the memory of the men who have served so faithfully in all these wars of the past.

It is fitting that these deeds should be so recognized and that a monument of this character should call the attention of all the people to the fact that the men of today cherish and respect the deeds of their fathers.

I congratulate you most sincerely on the completion of this monument, and I am proud and glad, as the Governor of the Commonwealth of Massachusetts, to take part in these exercises of dedication of this beautiful monument which so well commemorates the deeds and valor of the soldiers of Dover in all the wars in which they have participated. God save the Commonwealth of Massachusetts!

The President: I say it advisedly, in the presence of this company, gathered around this monument dedicated to the valor and patriotism of the men of Dover, through two and a half centuries, that the wives and mothers of this town through all the generations that have passed, have been the best product of this soil. While no monument will ever be erected to their heroism and sacrifice, yet they will ever live in the hearts of their grateful descendants.

DEDICATORY EXERCISES

A resident of another town, Mr. William H. Gardner of Winthrop, who took his wife from Dover, has contributed an original poem to the occasion, which will be read by a daughter of a veteran of the Civil War, Mr. Irving Colburn. When in 1862 a town meeting was called to raise men for the service, Mr. Colburn was the first man to volunteer. He served for nine months in the Massachusetts 44th Infantry. I have the pleasure of presenting Miss Martha A. Colburn.

ORIGINAL POEM.

By MR. WILLIAM H. GARDNER.

THE MEN OF DOVER.

O, Dover,—green with dale and hill,
How do our quickened pulses thrill,
Reading the record of the brave,
Who gave their lives this land to save,
From the first call,—when Indian fires,
Turned many a home to funeral pyres.
Through Revolution's sacrifice
And Civil War's dark, bloody guise,
To that last call of liberty
When this land set poor Cuba free.

No matter when the bugle-call
They were the first in line to fall.
The men of Dover,—staunch and true,
Ready their duty e'er to do.
All patriots,—never asking why,
They started forth to do or die
Nor falt'ring ones behind to lag,
Each man an honor to his flag.

We of this time in grateful praise
This shaft of stone in mem'ry raise
To all the brave souls gone before,—
The patriots of days of yore.
O, men of Dover—proud we are,
Gazing on flaming stripe and star,
To know that at your country's call,
You sallied forth and gave up all.

And now with uncovered head
The living tribute pay the dead,
Let us each register a vow,
As rev'rent here we linger now,
Whate'er the want, whate'er the need,
Let us our country's call e'er heed.
E'en as did Dover men of old,
Whose hearts were hearts of truest gold.

DEDICATORY EXERCISES

The President: When, in 1861, the Union of States was rent asunder, the residents of Dover rallied to the support of the Union and with patriotic loyalty aided every measure calculated to put down the rebellion. As the men of Dover witnessed the spilling of the first blood in the Revolution, so Andrew W. Bartlett saw the shedding of the first blood of the Civil War in the attack on his Company, of the Massachusetts 6th, in Baltimore, April 19, 1861.

Dover furnished a surplus of nineteen soldiers over and above every demand, and she contributed more liberally of her means in voluntary contributions than other towns in the vicinity, thus nobly sustaining the time honored reputation of the town in all times of the country's need.

I have the pleasure of presenting Mr. James B. Gardner, Corporal, Company D., 44th Regiment, Massachusetts Volunteer Militia, who has the honor of representing on this occasion the Veterans of the Civil War.

ADDRESS.

CORPORAL JAMES B. GARDNER.

Mr. President, Veterans of the Civil War, Ladies and Gentlemen: The programme states that I am to give an address. This is a rather high-sounding title for the few words I shall have to say.

When Comrade Colburn kindly invited me to speak for the soldiers of the Civil War, I knew it was only because I had been secretary of his Regimental Association since its organization. I felt it would have been more appropriate had he selected one more used to public speaking and who had a better claim to be called a "Veteran," not because he would have been more enthusiastic, but solely on account of experience and length of service.

Some years ago I was astonished to hear my son's teacher assert that the Civil War was waged for the abolition of slavery, and when I replied that that was the result, and not the cause (except proximately), she told me I was mistaken, and showed me two school histories in which that was given as the reason without any qualification.

The Civil War was not waged for the abolition of slavery. The right to hold slaves was explicitly recognized in the Constitution of the United States. At the time of its adoption slavery existed to a greater or less degree in almost every state in the Union, but at the outbreak of the Rebellion it was confined to Maryland, Virginia, Kentucky, Missouri, and the states South.

DEDICATORY EXERCISES

Most of the Northern people, and many of the slave owners themselves, believed that slavery was wrong, and although a few at the North wished to abolish it by force, the majority recognized the implied guaranteed right with which they felt they could not interfere, but were firm in their determination that the slave territory should not be extended. Not until the second year of the war was the Emancipation Proclamation issued, and then almost entirely for purely military reasons.

Today, no one, even in the South, would advocate its re-establishment; and with few exceptions the former slave owners themselves recognize that it was a curse wherever it existed.

The Civil War resulted from the conflict of two opposing civilizations, which might be called the "Puritan" and the "Cavalier." Neither of these understood or sympathized with the other. The North, representing the former, regarded the Southerners as a hot-headed, arrogant, sporting, braggadocio people; while the South, representing the latter, looked upon the "Yankees" as "greasy mechanics," "mudsills," a cowardly, despicable race, whose God was the "Almighty Dollar," who could not be driven into a fight, and who would cringe under the lash of their Southern masters. The war showed conclusively how each was mistaken in its opinion of the other. Hon. James A. Bryan, an ex-Confederate, now Mayor of Newbern, N. C., in a letter I received from him recently, writes that if the North and South had known and understood each other twenty-five years before the conflict as well as they did twenty-five years after, war between the sections would have been impossible. Under the conditions it was, as I believe it was called by Horace Greeley, an "irrepressible conflict." Whether the differences could have then been settled without an appeal to arms it is now useless to discuss.

For many months previous to the passage of the ordinance of secession by South Carolina the South had been threatening to withdraw from the Union. Few Southerners believed that the "Yankees" would fight, and Robert Toombs, of Georgia, made a boast that he would call the roll of his slaves on Bunker Hill. Few in the North believed the South to be earnest in their threats, notwithstanding it was known that they were collecting arms and organizing military companies. They considered it a pure "bluff," and could not believe the South would be reckless enough to take a step that would inevitably mean war.

Not until the rebels fired on Sumter did the North realize that the South was in earnest. No one in the present generation can have the remotest idea of the shock it was to every one in the

DEDICATORY EXERCISES

"Free States." Party differences were instantly forgotten, and the cry was, "THE UNION MUST AND SHALL BE PRESERVED." There were a few, a very few, who were in sympathy with the South, such men as Vallandigham, of Ohio, George B. Loring, of Massachusetts, who made a boast that he would raise enough men in Essex County to prevent any troops from leaving Massachusetts; Governor Seymour, of New York, and some others, but the "Copperheads," as they were called, were in an insignificant minority. After the close of the war many of them were ready to pose as "patriots," but sometimes the people have good memories. The President issued a call for troops, and the militia of the several states was hurriedly sent to Washington. The attack on Sumter meant war, but hardly any one anticipated what a long, costly, and bloody struggle it was to prove.

Many of the best officers of the United States Army decided to go with their states. The feeling against these men was very bitter. Not till a few years since did I learn that the cadets at West Point, and presumably at Annapolis also, had been taught that they owed allegiance to their state rather than to the Nation, and that this teaching was not changed until some time after the close of the war. Since learning this fact I have felt more charitable toward those whom we stigmatized as deserters.

Undoubtedly the majority of the Southern citizens were not originally in favor of secession. Alexander H. Stephens, later Vice-President of the Confederacy, strongly opposed the idea, and not until the actual outbreak of hostilities did he decide to cast his lot with his Southern brethren. General Lee also hesitated long before he became identified with the "Lost Cause." There were, however, many Southerners who remained true to the Union, among them General George H. Thomas, the "Rock of Chickamauga," one of the bravest, truest, most loyal of our officers, of whom it was said that he never lost a battle.

In the short time assigned for these exercises it is of course impossible to give even the briefest account of the struggle. Those who were not living in the early sixties can learn of it from the voluminous literature that has been published, but a complete history of the war has not been written, nor do I think it can be till most of its participants have passed away.

For several years after its close the bitter feelings it engendered remained, and while the South can never forget the "Reconstruction Period," neither can the North forgive the horrors of the prison pens at Andersonville, Salisbury, and other places.

DEDICATORY EXERCISES

I have been South several times since the war, have met hundreds of Southerners, and with the exception of a few who were not born till after its close, every one has expressed himself glad that it resulted as it did. And not only that, but several I have met recently, notwithstanding their love and reverence for General Lee, are as much opposed to placing his statue, *clad in a Confederate uniform*, in the Capitol of the Nation, as are we who wore the Blue. Had he been chosen simply as a representative Virginia citizen we might have questioned the taste and judgment of those who made the selection, *but clad in a rebel uniform*, I believe there is no Union soldier who does not consider the suggestion an insult to the cause for which we fought.

I think this incident well illustrates the feeling of most of our late opponents: While at Newbern, N. C., about a year ago, attending the dedication of the memorial monument which Massachusetts erected in the National Cemetery in that city, I carried the National Colors. Having to leave the ranks temporarily after the procession was formed, I turned to the gentleman immediately behind me, one who had been Colonel of a North Carolina regiment which was opposed to ours in every action in which we were engaged, and asked if he would kindly hold the Colors a minute or two. "Would you dare trust me with them?" he questioned, smilingly. "I will now," I replied, "but I'll be darned if you'd got them forty-five years ago without a fight." "Forty-five years ago," he answered, "I tried mighty hard to get them. I fought you fellows four years, and I wanted to fight you forty. I believed in the Confederate cause and am proud of my service. I have no apology to offer. I cherish my Confederate flag and my Confederate uniform, and I hope my children may. But, thank God, Gardner, I've lived long enough to see that I was wrong, and not only to see it but to confess it. Today there is no man living who is more gratified with the result of the conflict, is more loyal to the United States as a Nation, or who venerates the Stars and Stripes more than I do." That feeling was echoed by every Confederate who heard the conversation, and there were a good many standing close by.

What feeling of antagonism against the North still exists is found among the younger generation and among the women, and I am glad to say that I think that is rapidly dying out. At the reception given us by the Daughters of the Confederacy, while we were in Newbern, one pretty, bright young lady said to me, "I had no idea you Yankees were such nice men. I've been one of the un-reconstructed, but if I meet many more of you, and if

DEDICATORY EXERCISES

they are equal to the samples Massachusetts has sent, I believe that I shall become as strong *Union* as any of you." I might add that she was a Miss and not a Mrs.

One of the most remarkable circumstances connected with this war, and one which has been the subject of much comment among foreigners, is the rapidity and quietness with which both armies disbanded, and the old soldiers returned to the pursuits of civil life. It was a revelation to the world at large. Although it is traditional that army life unfits one for the routine of civil life, very many of our old soldiers are among our leading and prominent citizens. Especially is this the case in the South, where every one at the close of the war was practically destitute. The courage, pluck, and phoenix-like determination they have shown deserves the highest commendation. Many of our men came home crippled and helpless, and not a few have been obliged to depend upon charity—no, I cannot use the word charity—for a man who was disabled in the service of his country deserves and has earned from it an honorable and comfortable support.

No one can justly claim but that both the State and the National governments have done all and far more than they promised. We know there are many cases where more help should have been rendered, and we also know there are many more in which too much has been given to unworthy claimants. No nation ever existed which has treated its old soldiers with more generosity and consideration.

It is not generally known what a large proportion of young men composed our army. General Charles H. Taylor, at a recent re-union of my Regimental Association, stated that out of 2,778,000 soldiers in the Union Army (this number included re-enlistments) 2,150,000 were 21 years or younger; 1,151,000, 18 years or younger; and 84,400, 16 years or younger. He added that these numbers would have been materially larger had not so many of the men belonged to the Ananias Club, of which he said he at the time was a member. Today, the average of the surviving veterans is not far from three-score years and ten.

Nearly half a century has passed since the close of the great struggle, and today the country is united as it had never been in the past. No truer remark was ever made than when General Sherman said, "War is Hell!" The tendency of the age is to settle all disputes, whether individual, national, or international, by arbitration, but there may still arise contentions that can be settled only by the stern arbitrament of war. Let us hope and pray that none may hereafter arise with us, but should they come,

DEDICATORY EXERCISES

I know that our sons, and our grandsons, and our great-grandsons, will prove themselves as patriotic, and courageous, and self-sacrificing as did their fathers in the Revolution and the late Civil War.

The President: A gentleman who has recently come among us has offered some original verses, directly bearing on the monument which we have dedicated. I have the pleasure of introducing the Rev. Albert H. Plumb.

ORIGINAL POEM.

BY REV. ALBERT H. PLUMB.

THE RECORD OF DOVER.

Aye, raise the solid shaft; and let the bird
Of freedom rest thereon, an emblem true
Of noble aspiration, courage high,
Whose wings beat sunward still, athwart the blue.

The eagle breast, devoid of fear, is type
Of patriot resolution, in the night
Of national nativity, the dauntless spirit
Of Lexington and Bunker Hill, and Right.

Tricolor, gleam amid the shaded grass
And floral bloom, above the sleeping-place
Of other heroes, they who later saved
Our Union wide, from rending and disgrace.

Stand, sturdy pillar, through the years.
Thy stony strength shall speak, like hoary sages,
To all our sons; Let loyalty be likewise firm.
Republic! rest upon the Rock of Ages.

The President: At the time of King Philip's War, the colonists were near destruction, but as Dr. Hale once said, their pluck was such that they would not send "home for an ounce of powder or lead." In the last French and Indian War soldiers from this town fought in the battles around Lake Champlain, that at Ticonderoga being the bloodiest battle ever fought on land before or since, upon this continent. In the War of 1812, that most unpopular war in New England, but which was great in results, and which has sometimes been called the War of Independence, the men of Dover had their part.

Dover had her representative in the War with Spain, and one of her citizens fought with the gallant Dewey in Manila Bay, and in recognition of his services now wears upon his breast a Dewey Medal, bestowed by the Congress of the United States. I

DEDICATORY EXERCISES

have the pleasure of introducing Mr. Worthington C. Ford of the Massachusetts Historical Society, who will represent these wars.

ADDRESS.

MR. WORTHINGTON C. FORD.

Mr. President, Ladies and Gentlemen: The first visitors to the shores of New England found them quite thickly populated with Indians, such as were in a measure passing from the condition of wandering hunters into that of agricultural peoples. In less than three years it was as if a sponge had been passed over the land, wiping out that population, and leaving only here and there a remnant, broken in spirit and rarely exhibiting the desire or the energy for war. European settlers came, regarded the land as vacant land, made so for their particular benefit. It was the act of God in favor of his people. The natives became wards, to be educated if possible, to be treated with correction if they became restless. To convert them to Christianity formed the aim of good men; to get their furs and their lands was the object of the majority. Good John Cotton advised from the safe distance of Southampton: "Offend not the poor natives, but as you partake in their land, so make them partakers of your precious faith; as you reape their temporalls, so feede them with your spiritualls."

The advice was taken all too literally. The settlers reaped the temporals, real and personal, of the Indians, assisted greatly by aquavita, a species of anæsthetics, putting morals to sleep and slaying the body. The Indian at close range did not answer to the expectations formed of him. The well-intentioned efforts of the whites to reclaim him from his savagery were misunderstood; feeling more than he thought, he resented the crowding strangers, who took his furs, his lands and his hunting rights, and sought to reduce him to a fixed habitation, with habits utterly opposed to his customs and traditions. Resentful, he brooded upon his wrongs; powerless in the face of the English, he resorted to guile and trickery for revenging his injuries, and that meant murder. He came to be classed as vermin, and the awful silence that hung over every violated home increased the hatred of the settlers against so cruel a foe. Periodically punishment was inflicted, and the nearer punishment came to exterminating the red man, the greater the satisfaction.

The Narragansetts were clearly in the way, and tended to become a greater menace each year. No matter what the character of their chief, Philip, the inevitable impended. Less than fifty years after the coming of Winthrop, the decree against the In-

DEDICATORY EXERCISES

dians issued, and a body of one hundred foot and fifty horse was to be impressed from the colonial militia, to be ready to march at an hour's notice, arms and ammunition complete. Not far from this place, on Dedham Plain, the men mustered, where a government proclamation promised that if they played the man, took the fort and drove the enemy out of the Narragansett country, they should have a gratuity in land, as well as their wages. "Consider the difficulties," says the official record, "these brave men went through in storming the fort in the depth of winter, and the pinching wants they afterwards underwent in pursuing the Indians that escaped, through a hideous wilderness famously known throughout New England to this day by the name of the hungry march; and if we further consider that until this brave though small army thus played the man, the whole country was filled with distress and fear, and we trembled in this capital Boston itself, and that to the goodness of God to this army we owe our fathers' and our own safety and estates, we cannot but think that those instruments of our deliverance and safety ought to be not only justly but also gratefully and generously rewarded, and even with much more than they prayed for, if we measure what they receive from us by what we enjoy and have received from them."

King Philip's war was a war for immediate safety to secure protection from an enemy in our midst, who could hinder but not prevent the occupation of the land. More than three generations later much the same problem presented itself, and the question of expansion of empire formed an important factor. Canada was a foreign country, and French ambitions irritated the English provinces, having little other bond of union than this fear of a common enemy. The influence of the French over the Indians constituted as great a menace as the operations of the French themselves. It lay in their power to keep the northern frontiers in unrest, and to use their native allies in those methods of attack, so stealthy, so exasperating, so deadly. The barrier country was a land of bloody encounter, here an insult and there an outrage, requiring constant watch and a parade of armed men. Such tactics weary unproductively, and for more than half a century after the Narragansett campaign, the straggling settlers, pushing their way into new territory, bore the brunt of the offending.

But when France developed her ambitions, and showed her intentions of lining the Western limits of the English settlements with a cordon of French and Indian forts, to extend from the Gulf of St. Lawrence to the Gulf of Mexico, the situation

DEDICATORY EXERCISES

changed. The expedition from Canada to the Ohio River and the construction of Fort Du Quesne, constituted a challenge directed not against the colonies, but against the mother country. Great Britain accepted the challenge, sent troops to America, and called upon the provinces for aid. Here were given the first lessons in real war to Washington, and at this time were implanted in New England the seeds of that ambition to possess Canada, that played so important, and yet so disastrous a part in the War of Independence. Massachusetts answered loyally to the call for troops, and once more sent out a force to secure its freedom from Indian incursions to the north, and to advance the interests of empire to the west. The soldiers were servants of the King, and the first call brought two thousand men to the standards—against the 150 levied for the Narragansett fight. Numbers count but little, the spirit is the thing. The researches of our Mr. Frank Smith show that from the comparatively small community of Dover proper, four men went to King Philip's War, and eleven to the French and Indian War.

War is war, and it is not well to dwell upon its harrowing features; the purpose of the war forms its justification. When, in 1754, delegates from some of the English colonies met at Albany to consider a plan of union, a greater step was taken in advance than the war, beginning in the following year, accomplished. Failure, as the conference confessedly was, it pointed out the direction in which political history must read. It was not so much the imperial ambitions of England the provincial troops advanced, as it was an as yet undefined, national ambition of their own. The war gave an occasion for more united action, and so proved a schooling in union for a common purpose. The military training was of little importance when set against the training in statesmanship, which was to be developed by the acid and misdirected legislation of Great Britain into a rebellion, and by the drastic experience of war into a revolution—the war of independence. Our forefathers would have seen in it the finger of God; we feel this, though more cautious of claiming to be the favored people. To this great result the men at arms in these early wars, contributed their full share. Thus we, inheritors of their lands, mindful of their achievements, and living under a government of law and order, pay our tribute to those men of Indian service.

The President: I notice in the audience the Commander of the Department of Massachusetts in the Grand Army of the Republic.

DEDICATORY EXERCISES

I know all present will want to hear from him. I have the pleasure of inviting Commander J. Willard Brown to address you.

ADDRESS.

COMMANDER J. WILLARD BROWN.

Mr. President, Ladies and Gentlemen: Why is it that on this peaceful day, forty-five years after the close of the war that saved the Nation, from shore to shore, and from the Lakes to the Gulf, our fair flag of freedom floats unfretted and unchallenged to the breeze?

True, in this complex nationality of ours, other flags may claim the fancy of fond memory,—the Cross of St. George, with that of St. Andrew, the Union Jack, the tricolor of France, or the flag of German fatherland. Or even among nearer kith and kin there may be the reminiscent symbol of struggle, of success and defeat, that appeal to cherished memories or sectional pride, but more and more, except in some benighted corners of the Republic, it is becoming a fanciful dream, a vanishing reminiscence of what might have been, and not a flag to fight for or to fight under.

Let us then all turn to our one banner, Old Glory, the Red, White, and Blue,—born in the midst of battle, borne through struggle and strife, in sunshine and shadow, often obscured by disaster and defeat, but ultimately crowned with glory and honor, the symbol of a new nation, the emblem of union, of constitutional law, and finally, thank God, of universal freedom. And so, let us hope that for all future time, more and more, it shall mean the largest possible exemplification of the Golden Rule.

Again I ask,—Why is our flag floating over 3,000,000 square miles of territory and protecting more than 88,000,000 people? The answer, I believe, is found in the public schools that crown our hills and nestle in our valleys. Here the youth of the land were inspired by Otis and Henry and Adams and Sumner and Phillips. Here they were thrilled by that masterly reply of Webster to Haynes of South Carolina, closing with those stirring words: "Liberty *and* union, now and forever, one and inseparable!"

In eloquent words His Excellency, the Governor, has spoken of the war that gave us political independence, that made us a nation. Brief but discriminating reference has been made to the second war with the mother country, the war that gave us commercial independence.

Representing the Grand Army of the Republic, it is my privi-

DEDICATORY EXERCISES

lege to speak for those, the living and the dead, who saved the nation from destruction, this fair land purchased with the blood of the fathers. This memorial shaft that we have just unveiled we "dedicate to the memory of those who in the navy guarded our inland seas and ocean coasts, and fell in defence of the flag. We dedicate it to the memory of those who in the army fought for our hillsides and valleys and plains, and fell in defence of the flag. We dedicate to the memory of those who on land and on sea fought for the Union, and fell in defence of the flag; who on land and on sea fought for the authority of the Constitution, and fell in defence of the flag.

What we do here, what we say here, will soon pass from the minds of men, or be covered with the dust of oblivion on the library shelf. But until this granite column shall crumble into dust it will speak of "the loyalty and the heroism of the Army and the Navy, and of that significant national authority of which the flag is the symbol to every true American heart."

May it not speak to us and to those who shall follow us, of war merely—of struggle and conflict. May it speak to us of the results that came out of the conflict. May it ever take us back to that day at Appomattox when our great leader quietly and modestly said,—“Let us have peace.”

Let us all, not only those who saw the horrors of that hateful thing, War, but those as well who know nothing of its terrors, unite to work and pray for the oncoming of that time,

When navies are forgotten
And fleets are useless things,
When the dove shall warm her bosom
Beneath the eagle's wings,—

When memory of battles
At last is strange and old,
When nations have one banner
And creeds have found one fold,—

When the Hand that sprinkles midnight
With its powdered drift of suns
Has hushed this tiny tumult
Of sects and swords and guns,—

Then Hate's last note of discord
In all God's worlds shall cease,
In the conquest that is service,
In the victory that is peace!

The President: These dedicatory exercises will close with the

DEDICATORY EXERCISES

singing of America and the benediction by the Rev. William R. Lord.

BENEDICTION.

BY REV. WILLIAM R. LORD.

And now may the God who inspired these fathers and brothers, inspire us also, that with the same purpose, we may live and die! AMEN.

DEDICATION OF THE NEW GRAMMAR SCHOOLHOUSE.

EXERCISES IN TOWN HALL.

DEVOTIONAL EXERCISES. BY REV. WILLIAM R. LORD.

WISDOM.

Wisdom is unto men a treasure that faileth not,
And they that use it obtain friendship with God.
For she is a breath of the power of God,
And a clear effluence of the glory of the Almighty;
Therefore can nothing defiled find entrance into her.
An effulgence from everlasting light is she,
And an unspotted mirror of the working of God,
And an image of his goodness.
And she, being one, hath power to do all things;
And remaining in herself, reneweth all things.
She is initiated into the knowledge of God,
And she chooseth out for him his works.
Fairer is she than the sun,
And above all the constellations of the stars;
Being compared with light, she is found to be before it;
For to the light of day succeedeth night
But against wisdom evil doth not prevail;
But she reacheth from one end of the world to the other with full
strength,
And ordereth all things graciously.

Wisdom is easily beheld of them that love her,
And found of them that seek her,
She forestalleth them that desire to know her,
Making herself first known.
He that riseth up early to seek her shall have no toil,
For he shall find her sitting at his gates.
She goeth about, herself seeking them that are worthy of her,
And in their paths she appeareth unto them graciously,
And in every purpose she meeteth them:
And in all ages entering into holy souls,
She maketh them friends of God and prophets.

As the prayer which followed was entirely extemporaneous, a copy could not be procured for the proceedings of the dedicatory exercises.

MUSIC.

STRATFORD STREET MALE QUARTET.

DEDICATORY EXERCISES

ADDRESS OF WELCOME.

MR. RICHARD H. BOND.

Ladies and Gentlemen: It becomes my pleasant duty to welcome you here this evening to dedicate the Dover Grammar School.*

You doubtless know that such an occasion means much of joy and satisfaction to all who have been closely identified with and interested in this new movement. Like many of the good things of life, there is pleasure in welcoming others into this season of rejoicing. We speak of it as a new movement, as indeed it is in relation to the school children of Dover. The days of the district school for this town, with its many disadvantages, as well as some advantages which may never be forgotten, are over.

In dedicating this new building, there are being introduced into our educational life conditions which bring about equal advantages for all,—facilities and environments which we trust will induce to a better life physically, mentally, morally, and let us hope that in these days of privilege and opportunity the children may learn to recognize the hand of the Almighty in the many good things coming into their lives.

It gives one pleasure to welcome you here, as it is seldom that our friends from other towns have reason to rejoice with us on such an occasion as this. It might be said to the representatives of the adjoining towns, we are indebted to you for having assisted us in the education of our children. In time this change in our affairs may deprive you of a little income in tuition fees. Yet we are confident that you appreciate our position and rejoice with us that we have now provided for our own.

We would not forget in our welcome our former superintendents, who so faithfully served us and assisted us in raising our schools to a higher plane of efficiency. The chairman well remembers many a friendly talk with our past superintendents in which they individually recommended the changes which have now come to pass.

To the parents and fellow town people I would say, the days of meditation, of toil and anxiety in regard to the school problems, as they have confronted us, are over. It now remains for us to use and enjoy to the utmost that which we have. And may we so perform our part in life that the boys and girls in our midst today shall, in the days of their manhood and womanhood, have

*At the annual March meeting in 1911 this school was named by the Town the Caryl School in memory of the Caryl family of whom the Rev. Benjamin Caryl was the first minister of the First Parish church, and his son, Dr. George Caryl was the only resident physician that Dover has ever had.

DEDICATORY EXERCISES

occasion to look back with joyful and thankful hearts upon their schooldays and all that was done for them.

The Chairman: The report of the Building Committee will now be made by a member of that committee, Mr. Walter P. Henderson.

REPORT OF THE BUILDING COMMITTEE.

MR. WALTER P. HENDERSON.

Mr. Chairman, Ladies and Gentlemen: Your committee begs to report that the work intrusted to it, of building and equipping a four-room schoolhouse, is practically completed.

It may be interesting to review the various actions of the town in meeting assembled which led finally to the fulfillment of the plans of the School Committee, to build a school where the various activities, which up to this time had been scattered in several small buildings, could be centralized. This new system, the School Committee believed, and was advised by experts whom they employed, would be much more economical and effective than the old one.

The first favorable action of the town on the question was taken on June 24, 1909, when the following votes were passed: (1) "Voted that a four-room brick school building be erected on the Wilson lot, and equipped ready for use. That the sum of \$25,000 be appropriated from the tax levy of 1908, and expended by a Building Committee.

"That the Building Committee be instructed not to let contracts unless in its opinion the entire expenses, including building, water supply, sewerage system, architect's fees, complete equipment, and grading to the amount of \$600 can be kept within the sum appropriated. That no contracts be let until the amount appropriated is in the treasury from the tax levy of 1908."

(2) "That the Committee be authorized and empowered to build and equip the schoolhouse, to let contracts, to determine final plans and specifications, and to do all to make the building ready for use."

The Building Committee held that under this vote they were not authorized to spend any money, as the amount appropriated was not then in the treasury from the tax levy of 1908. They did, however, take up the study of plans for the new building. The School Committee had employed Messrs. Cummings & Howard to prepare tentative plans and estimates for the building, and

DEDICATORY EXERCISES

with these for a basis, the Building Committee brought in to the next town meeting, at which the question was considered, an estimate of \$26,000 as the probable cost of the new building and equipment. This meeting was held on March 7, 1910, and a vote similar to the one passed at the meeting of June 24, 1909, but increasing the appropriation to \$26,000, was passed. The general contract was signed on April 8, 1910. The contract called for the delivery of the building to the town on September 1, 1910, but owing to many delays, some of which were unavoidable, the building was not occupied for school purposes until October 10. The committee regrets that its efforts to have the building finished in contract time should not have been more successful, but they believe that they can say that the building is well and honestly built and is a credit and ornament to the town of Dover.

It is probable that no machine was ever constructed that would work perfectly when new, and the same may be said of a building. Mistakes will be made and misunderstandings will arise where so many are co-operating to produce a finished result, and the Committee begs the indulgence of the School Committee, the teachers and the children until the various working parts of the building are adjusted to each other and to the whole mechanism of the building.

A financial statement is not included in this report, but will be made to the town officers when this report is formally submitted to them.* It may be said, however, that the total cost of the building will be very close to the amount appropriated.

It gives me great pleasure, in behalf of the Building Committee, to turn the keys of the new building over to the town.

ACCEPTANCE OF KEYS.

MR. RICHARD H. BOND.

As chairman of the School Committee it gives me great pleasure to accept these keys for reasons already given in the address of welcome. I assure you the School Committee will ever hold this building as a sacred trust, dedicated to the best interests of the children of the town.

The Chairman: It gives me pleasure to introduce at this time one who needs no introduction to many of you; one who has always manifested a deep interest in our town, at one time superintendent of schools, and at present our historian, Mr. Frank Smith of Dedham, who will give us an historical sketch of the schools of Dover.

*The building cost \$25,957.75.

DEDICATORY EXERCISES

HISTORICAL ADDRESS.

BY MR. FRANK SMITH.

SOME PHASES OF THE MASSACHUSETTS SCHOOL SYSTEM WHICH HAVE BEEN EMPHASIZED IN DOVER SCHOOLS.

At this time, when you are in the midst of a period of transition from old types of schools to newer types, it is well to consider that past history of yours which throws light on the school system of the Commonwealth. There certainly is no more appropriate place to consider several picturesque phases of our public schools than here.

In the vote of the town of Dedham, passed May 11, 1726, appropriating five pounds for the support of a school, in what is now Dover, with Eleazer Ellis, Senior, and Nathaniel Chickering as a committee "to receive ye said money and take care that it be improve for said use," we have the genesis of the school district, and the "prudential school committee man," two institutions which prevailed in Massachusetts after the Revolution, but which I have nowhere else found so early established.

In the colonial days Dedham chose her own schoolmaster, fixed his salary, named the studies to be pursued, and regulated the terms of admission. I want at this point to show the financial condition of the Colonists, that we may clearly understand the difficulties under which our fathers labored in the settlement of Dedham, whose history, previous to the incorporation of the District of Dover, in 1784, is our own history. As Bryce has said: "Everything which has power to win obedience and the respect of men must have its root deep in the past."

The founders of Dedham sprung from the well-to-do, self-supporting class of England, yet they had no wealth, consequently they brought but little money with them to their new settlement in the wilderness of America. In a short time they found themselves, with the other colonists, completely drained of the little coin* which they had brought with them. Taxes had to be paid, and some articles of food and manufacture had to be bought, which completely drained their resources. This serious financial

*The scarcity of specie is indicated by the fact that it was not until 1678, that a regular money rate for taxes was named in Massachusetts, along with the usual corn rate. In 1685 the rule of remittance was two-thirds of the tax assessed when payment was made in money in Boston and other places in the vicinity. This illustrates the financial straits of the colonists. In 1720 the derangement of finance was such that it was found necessary to return to the old system, previously referred to, of making farm produce legal tender. The General Court fixed the rate at which the treasury should receive wheat, corn, cheese, butter, beef, hides, dried fish, and other commodities of the sort. The interest on mortgages was made payable in country produce. Eleazer Ellis, who owned the place on Dedham Street, long known as

DEDICATORY EXERCISES

condition drove the colonists to adopt various expedients. One of these was a system of country pay, the discharge of obligations, not in coin or paper, but in farm produce: corn, barley, cattle, poultry, in fact anything which had a market value. So we find the Dedham settlers paying their schoolmaster, Michael Metcalf, not in coin but in country pay, as the following record shows: The selectmen agreed (1658) with Mr. Metcalf to receive twenty pounds sterling, the one half in wheat, and the other half in corn, Indian or rye, at the end of each half year. Ten pounds, that is, five pounds in wheat, and five pounds in other corn, the wheat at the bakers' current prices in Dedham, and the other corn as it goes current from man to man."

In the year 1700 there were twenty-eight children of the school age within the present limits of Dover. All the education which these children received was probably given them by their parents, or gained in attendance upon the school at Dedham Center, or possibly in a migratory school which once in a while held a session in the precinct. In 1725 the number of children had increased to about seventy—too many to be accommodated in a dwelling house, and therefore it is presumed that the first school-house (which was owned by proprietors) was built about this time and previous to getting the appropriation of five pounds for a school in 1726. From this time on, the westerly part of Dedham, now Dover, probably had a school of her own.

School districts were first established by a statute of the Commonwealth in 1789, which not only provided for holding district meetings and the election of a Prudential Committee, whose duty it was to hire the teacher and have charge of the school property, but to determine and define the bounds as well. Previous to the enactment of this law, it was the practice of towns to make a contract directly with the teacher in town meeting. It will be seen, then, that more than sixty years before the enactment of

the Caryl Parsonage, took some stock in 1740 in a manufacturing company, and in so doing placed a mortgage of seventy-five pounds on his farm, agreeing to pay five in the hundredth of the principal, and 3 per cent. interest in manufactory bills, or in merchantable hemp, flax, cordage, bar iron, cast iron, linen, copper, tanned leather, flaxseed, bees-wax, bayberry wax, sail cloth, canvas, nails, tallow, lumber, shingles, staves, hoops, white pine boards, white oak boards, ship timber, barreled beef, barreled pork, oil, whalebone, cord wood and of the manufactures or produce of the Province at such prices as the directors shall judge they pass for in lawful money at six shillings and eight pence per ounce, with one per cent. advance thereon. This but illustrates how little coin the colonists had.

The publication of the conditions of this mortgage was urged by the Rev. Dr. Edward Everett Hale with whom the speaker visited the old parsonage in 1904.

DEDICATORY EXERCISES

this law, Dover had both of these institutions, namely, the district school and the prudential committee man.

Although the amount of money to be raised for school purposes was still determined by the town, and assessed with other taxes, yet there was no responsibility to the town for its expenditures after its distribution had been made to the district. The appropriation was made at the annual town meeting in March, and was later divided in accordance with the number of school children in each district, the enumeration being made by the assessors.

In the year 1800 districts were authorized to raise money to erect schoolhouses and keep them in repair. Previous to this time there was no statute in Massachusetts which permitted schoolhouses to be built at public expense, the theory of government being then as now, that all power which the town possesses is derived from the Commonwealth. So we find that the first school here was kept in a building on Haven Street,* which was voluntarily built by residents of the precinct. The first parish schoolhouse** was erected in 1763, after permission to build had been gained from the General Court, by a committee consisting of Daniel Chickering, Asa Mason, and Jonathan Whiting, Jr. In this schoolhouse the town provided a school until its separation from Dedham in 1784. A district meeting was held in each schoolhouse in the spring, and the prudential committee man chosen at that time had charge of the school property during the year. He also hired the teacher and named the wages to be paid.

School lands were sometimes laid out for the support of schools. Soon after the incorporation of the town of Needham, Timothy Dwight gave the new town forty acres of land in what is now Dover for the benefit of a school. While the income from this land was never large and furnished but scant aid in the support of a school, yet it was retained by the town of Needham for nearly two centuries, and was sold only a few years since.

As the prudential committee man received no pay for his services, there was little rivalry for the position. The office usually went in rotation to the men of the district who were willing to serve. A new resident, if he had shown ability enough in the management of his own affairs to look after the repairs of the building, was frequently elected to the office. The prudential committee man sometimes used his office to put a son, a daugh-

*The site of the first schoolhouse has been marked by a boulder, set up by the Dover Historical Society.

**The site of this schoolhouse was on the present grounds of the First Parish, west of the easterly driveway.

DEDICATORY EXERCISES

ter, or friend into the school as a teacher. As the appointee often had small qualifications for the position, the practice was an injury to the school and to the cause of common school education. The patrons of the school had then, as now, decided notions about the school and how it should be run, and the prudential committee man had constantly to stand a fire of criticism which was anything but gentle.

There was no systematic discipline in these early schools; "the training of the human plant had not been thought of," but later there were some excellent teachers who knew what true education is. Then, as now, the teacher made the school, and those who brought the requisite scholarship and the right spirit to the work, often led their pupils to take up studies which laid the foundation for a broad education. In the Library of Harvard College there is a letter from Jesse Chickering, contributed to the history of the class of 1818, in which he states that in 1812-13 he pursued his classical studies during the winter months in the district school in Dover, which shows what the teachers of that time were doing for their pupils.* The old methods have passed away and new ones have taken their place, yet the district school was a power for good in the community, and often furnished a rare discipline to the pupil, giving him good preparation for the active duties of life, nor were the graduates of these schools altogether ignorant of the higher things, which are necessary to right living and the fullest enjoyment of life.

The bright pupils in these district schools knew what they needed to know, and were taught where to find it. After they had found it they knew what to do with it, which is the best education and the best training which anyone can receive.

A woman** of excellent scholarship, born in Dover in 1842, and who attended the East School, recently wrote me that at eight years she commenced the study of Latin in that school, and a year later took French. She says: I was given a short lesson and required to know everything possible about it. No careless work was received. The foundations of arithmetic were laid with a drill every day in Colburn's Mental Arithmetic, and so thorough was the work that I never studied arithmetic after I was eleven years old, and I had then worked through Greenleaf's Higher

*Martin Cheney, a prominent minister of New England, an abolitionist, an eloquent advocate of temperance, peace and equal rights, received all his schooling, which commenced in 1797, in the Dover District School. A biographical sketch of Mr. Cheney in manuscript is found in the Dover Public Library.

**Mrs. Lucy M. Townsend.

DEDICATORY EXERCISES

Arithmetic, the last half three times, and the first half five times. The woman* who taught this school, a native of Dover, went directly from here to Gannett's popular school in Boston, and was later the proprietor for many years of a very successful and fashionable private school in Boston.

The Revolution, from Washington down, was carried on by soldiers who had attended only country schools. Throughout the Commonwealth the district school was supplemented by the efforts of the learned men, the town ministers, who not only directed the schools, but also took pupils into their homes to be educated. This work was carried on by the town ministers, the Rev. Benjamin Caryl, and the Rev. Dr. Ralph Sanger, both of whom fitted young men for college. Dr. Sanger, often with more children in the schools than at present, and with an appropriation which never exceeded \$600** a year, maintained, for forty-seven years, schools which were worthy competitors with your organized schools of today.† A woman,‡ writing of her mother, born in Dover in 1810, and educated in her schools, says: "She attended the district school, for the most part under male instructors, some of whom were men of marked character. Her taste for reading, and her intelligent interest in the world's progress, she owed to 'Master' Whitney, and to the hours in which she read aloud to her father. To the last years of her life she regularly perused the daily and weekly newspapers, not only the local and news columns, but the leading articles and editorial

*Miss Irene F. Sanger.

**Dover appropriated this year (1910) \$10,350 for the maintenance of schools with an enrollment of 126 pupils.

†In making this statement I feel that I know something of the school system of this town. I went to the West school as a boy, which had been attended by my father and grandfather before me. I taught every school in town but one, the North School. I was a member of the school committee and superintendent of schools for ten years and during my term of service the plans of the Sanger Schoolhouse were procured, adopted by the town, and an appropriation made for the erection of the building. This was the first step in the permanent improvement of your schools and logically finds a culmination in the school building which is dedicated tonight. On February 6, 1888, the School Committee organized the Dover High School, which we maintained unimpaired, although the continuation of the school was several times opposed in town meeting. During my administration the schools were put on a modern course of study with written tests and the best approved text books. Before the establishment of a town library, school libraries were organized in every schoolhouse in town. Drawing and singing were introduced into the schools with special instructors. The first steps toward consolidation were taken by closing both the East and North Schools. Later these schools were re-opened by vote of the town, but the feasibility of consolidation, with the erection of a suitable building, was demonstrated. The length of the school year was extended to thirty-eight weeks, and the tenure of office for teachers put in force.

‡ Miss Alice J. Jones in Dover Folk Lore.

DEDICATORY EXERCISES

notes, prices current, and especially the records of the legislature and the 'doings' of Congress, and was familiar with the President's policy. She had her opinion of public men and measures and her reason for that opinion." This statement exactly applies to my own mother and to scores of women of this town whom I have known.

One of the early teachers in Dover was the Rev. William Symmes, D.D., who left his position here to become a tutor at Harvard. Thaddeus Allen, A.M., who kept a private school for many years on Chauncey Street, Boston, and Dr. Jonas Underwood, widely known as a physician, taught here nearly a century ago, as did the Hon. George P. Sanger, who was for many years United States District Attorney, and his brother, S. Greenleaf Sanger, who has devoted his life to classical instruction, and was for many years an instructor in a preparatory school in Chicago. Dana P. Colburn, the eminent mathematician and principal of the Rhode Island Normal School, also taught here. Prof. Arthur L. Perry of Williams College, the eminent writer on economic questions, was an applicant for a school in Dover, but failed of an appointment. Just across the line in Dedham was the Burgess School, which some pupils from Strawberry Hill, especially members of the Wilson family, attended. From this district school many young men entered college without other preparation. This work was accomplished through the efforts of the Rev. Dr. Burgess, who was allowed to select the teachers who taught the school. Ephraim Wilson, for many years the town surveyor, was taught surveying in this school by a teacher who knew enough to send him out into the fields with men actually engaged in civil engineering, in order to gain a practical knowledge of this branch of mathematics.* The wages paid to teachers were very low, especially to women. Sally Fiske, an aged spinster, whom I recall very vividly, taught the West School for seventy-five cents a week and her board.

It would be interesting to trace the introduction of text-books and the development of courses of study. The Dedham schools at first admitted only male children and servants, and instruction was confined to reading and writing English. The school age of all children was from four to fourteen years. In 1667 the school-master was required to teach English, writing, grammar, and arithmetic. When in the evolution of our schools, girls were first admitted, no one can tell. Women did not teach here until long after they had been in service in other places. The first woman

*See appendix for a list of those who went out of town to school.

DEDICATORY EXERCISES

teacher employed in Dedham was Miss Mary Green, who taught the Springfield Parish School in 1757. Miss Mehitable Ellis has the distinction of being the first woman to teach a winter school in the town of Dedham, having taught the Parish School here in 1760-1. When we recall the prominent place which woman occupies in the educational system of today, we see that this school has a proud distinction, and is an object of much historical interest which we do well to note. The training of girls in household duties was considered of much greater importance than book-learning. A century ago a girl was taught to read, to write, to understand the rudiments of arithmetic,—in short, she was to be a housekeeper, to know how to cook, to wash,—to lead what was called a domestic life. Girls were taught to sew in school, and as illustrating this accomplishment, at about the age of twelve years, each girl was required to work "a sampler," which contained the alphabet, a selected verse or passage of Scripture, the name and date, with some crude representation of a bird or beast or flower. One is before me which was worked in the Sanger School by Miss Lucy Allen in 1818. Today all is changed, and women, even in the country, lead a freer, larger, out-of-door physical life.

The character of the district schools was illustrated by a letter written in 1843 by Benjamin B. Fuller* of Dover, who taught several schools in adjoining towns. He said, "I had fifty-five pupils; all studied arithmetic, forming five classes. These classes, with a half-hour devoted to writing by forty pupils, filled the three morning hours. In the afternoon session all read in four classes, and all were taught spelling in three classes. In English Grammar there were also three classes, and two in geography." He was also required to teach United States History, Natural Philosophy and Geometry.

Soon after its incorporation, the District of Dover proceeded to organize new school districts in the east and west parts of the town. Each district built and kept in repair its own schoolhouse, and when districts were abolished, in 1869, the town purchased the school property. Under this old school system each district formed a little community by itself, and most of the social life was within its narrow limits; little visiting was done even by boys and girls outside of its established boundaries.

The question of where the little schoolhouse should stand was often a perplexing one, especially if there chanced to be no lot of worthless land near the geographical center of the district.

*Slafter's Schools and Teachers of Dedham.

DEDICATORY EXERCISES

The schoolhouses in the center of this town, six in number, have had as many locations as a wandering Jew. Most of the early schoolhouses were built near the road and occupied but little ground, often being placed on the fence line on the side or rear. I once saw a schoolhouse which was located in a corner of a burying-ground. The school grounds had few, if any, trees to protect the pupils from the summer's heat or the winter's cold. In the early schoolhouses, the windows were shadeless; no curtains tempered the glare of the summer sun.

How our ideas of education have changed! Today the most beautiful sites are selected for schoolhouses, and the grounds are often adorned with drives, paths and promenades, together with the planting of a great variety of trees, shrubs and vines. The school garden is now an important adjunct and illustrates the change which our civilization has wrought in methods of school instruction. Your ample school grounds should be utilized in the establishment of a school garden with all of its possibilities in training and development, rather than turned over to a mere playground, when you have all that is needed in this direction just across the street on the land added to the town common a few years since.

The schoolhouse was always small, and just as many children as possible were crowded within its narrow walls. This was the day of large families, when children were numerous. I find in the family of Ebenezer Newell, Jr., who lived on the Eben Higgins farm, thirteen children; while James Cheney, who owned the Coughlan place, had twelve children. Joshua Ellis, who lived on the Captain Wotton farm, had twelve children, while his nearest neighbor, Nathaniel Chickering, and his brother, Joseph Chickering, both of whom lived on the Chickering homestead on Haven Street, had respectively thirteen and fourteen children each. Jonathan Whiting, who lived at the foot of Meeting House Hill, had eleven children. Any one who will collect the genealogical facts of a family for two hundred years, and arrange them in their line of descent will see what ex-President Roosevelt means by "race suicide." The first settlers started in with a dozen or more children, to be followed in an ever descending scale until the average in many families today does not rise above one child, and many families are childless.

The schoolhouse was roughly built, but was shingled or clapboarded. After the Revolution schoolhouses were often painted red; many will recall "the little red schoolhouse" in the east district, which was used as a dwelling house for many years, after it had been given up for school purposes, and was destroyed by

DEDICATORY EXERCISES

fire only a few years since. The schoolrooms were plastered, but had no ornamentation, even blackboards were not introduced before 1830. I shall never forget how fine I thought the old West schoolhouse looked, after some of the neighbors got together and papered its walls. The schoolhouses were dimly lighted by small windows and small panes of glass. The glass was often broken by the older boys, and in cold weather when the school was in session the missing pane was usually supplied with a shawl, or the hat of the boy who had broken it.

The West schoolhouse, which I first attended, had but one entrance, the outside door opening directly into the "entry" as it was called. The space was largely taken up by the woodshed, nevertheless the boys were expected to hang their hats, and coats if they had any, in the entry, but most of these articles found a place on the floor, owing to the limited space and the small number of nails which had been provided as hooks. As the boys went out there was a great scramble in assorting this collection of hats and coats, with many scraps and much ill feeling. Most of the pupils brought their dinner, and their dinner pails in summer were arranged around the walls of the entry, or under the recitation seat; in winter, to prevent freezing, the dinner pails were placed around the fireplace, and later under the wood stove. At this time there was not a rubber shoe in America, and in wet weather many of the boys had wet feet most of the time. After rubbers came into use, Dr. Sanger used to make his school visits in them, which he never removed from his shoes. He often remarked that "a good way to mend an old pair of boots was to buy a new pair of rubbers."

The water pail was placed at the schoolroom door, where the children could help themselves as they passed in or out. All drank from one tin dipper, a most unhygienic practice. Boys often drank inordinately, to show their capacity and make the others laugh. In summer time the water was passed to the pupils by a younger scholar, who was glad of an opportunity of breaking the monotony of his school life. No provision was made for water on the school grounds, and for more than a century and a half the neighbors, or some nearby spring, furnished all the water used for school purposes in the centre of the town.

The fireplace was large and occupied no small part of the front of the building. Here the teacher's desk was placed. No description exists of the first parish schoolhouse. I suppose, however, it was a typical schoolhouse of the period. If so, along the walls on three sides was a sloping shelf accompanied by long benches. The older pupils sat on these backless benches facing

DEDICATORY EXERCISES

the walls. When they studied or worked on their slates, or wrote in their exercise books, they placed them on the shelf, which was about three feet above the floor. A line of lower benches for the younger pupils was in front of those occupied by the older ones.

In the middle of the room was an open space where the children recited. They were drawn up along a line or crack in the floor, which they were expected faithfully to "toe." The backless benches were often far too high for the little pupils who occupied them, leaving their feet dangling in mid air. And so we cannot help thinking of "the poor little tired backs with nothing to lean against, the poor little bare feet that could never reach the floor, the poor little droop-headed figures so sleepy in the long summer days, and so afraid to fall asleep."

The school session was from nine o'clock in the morning until noon, and from one o'clock in the afternoon until four, with an intermission during each school session, called a "recess." The boys and girls had their recess separately, each lasting ten minutes. The boys had their recess first. When the time arrived the teacher would say, "Boys may go out." Later the recesses were united in one of fifteen minutes. On Saturday there was a half-holiday, the school being in session five and a half days in the week. "Manners" were required of each pupil on leaving the room. The courtesy was given to the teacher, if he were looking, otherwise to the door or benches. The school exercises began with reading from the New Testament by the "first class," followed by the repeating of the Lord's Prayer. Then, with the making of quill pens, came the exercise in writing, the thawing of the ink in winter, and the watering of it in summer, with the setting of copies at the top of each page for the pupil. Copy-books were made of foolscap paper, carefully sewed into book-form and ruled by hand. All writing was done with pen and ink. Lead pencils were first offered for sale in Boston about 1740; it was yet many years before they found a place in the schoolroom.

After the writing exercise the older pupils took up their work in arithmetic, which was often taught without a text-book, a "sum book" in manuscript being used by the teacher. The solutions of problems were carefully copied into manuscript books which were models of penmanship and neatness, some fine samples of which are still found in town. Singing was introduced into some schools, but there was no attempt to teach the reading of music. It was simply taken up as a pleasant exercise, and songs were sung at the opening or close of school. Slates were not in general use before the beginning of the nineteenth century. When first introduced they were of a superior quality. The slate

DEDICATORY EXERCISES

used by my uncle, Joseph Allen Smith, who first attended the West School in 1818, came down to my father, who used it throughout his boyhood days. It then went to my uncle's daughter, who used it through her school days, and on her marriage took it with her to Middlesex County.

The younger pupils were called out to read from their primers while the older pupils were preparing their lessons. The exercises of the morning closed with a general "spell," the teacher pronouncing the words from the spelling book, which were spelled in a loud voice by the pupils in turn, each one dividing the word into syllables. The exercises of the afternoon were varied from those of the morning by the addition of "Accidence" and Geography, after its introduction about 1820. The first geography used in this country was made by Jedediah Morse, and was published in 1784. It was called "Geography Made Easy," and by 1820 had run through many editions. The roll-call was made at the opening of the school, both morning and afternoon, when those in attendance answered "present."

There was no money with which to pay for janitor's services and so the big boys took turns in opening and heating the room, while the older girls swept the schoolroom. At night the boy whose turn it was to care for the fire the next day raked up the fire and carefully covered the coals. If the fire went out the boy had to go to the nearest neighbor to get a brand, which he carried in a crotched stick. The larger girls alternated in sweeping and dusting the room during the noon hour (a task most difficult to perform when the weather was stormy and the children were confined in the room). Nathaniel Fiske, born in 1803, who lived near the West schoolhouse on Farm Street, kindled the morning fires for many years, to the great comfort of the patrons of the school, never looking for compensation or thinking he had done aught but the natural thing.

The fireplace was large and deep, and consumed large quantities of wood, which was burned green and worked up by the older boys. In zero weather the children stood round crying with the cold while the boys tried to coax the fire to burn. During the morning the room often got so warm as to be almost unbearable to the pupils near the fire, while the children were still shivering at the back of the room.

The fact that the wood was worked up by the boys was no drawback in their education. The weakness of too many country schools of today is found in the fact that the children in many homes have absolutely nothing to do; like city children they go through school without ever doing a day's work at home.

DEDICATORY EXERCISES

Seventy-five years ago the greater part of a boy's education was received in the fields with his father; the three or four months' schooling was but an incident in his life. While the father held the plow the boy drove the oxen; while he cultivated the corn the boy rode the horse; while he loaded the hay the boy raked after the cart; while he dug the potatoes the boy picked them up; while he topped the corn the boy carried out the bundle of stalks. With his father he planted the corn and the beans and the vegetable garden,—all of which furnished, during the season, an abundance of manual labor,—manual training, although it was never called by that name. In the morning the boy drove the cows to pasture, and at night cut the kindling wood. As Charles Warner said: "No boy has ever amounted to much who has not had a liberal education in chores." As a recent writer has said, "In doing all these things the boy got not only physical but excellent moral development." There are few of the virtues in which he was not given training. Habits of industry, fidelity to duty, thoroughness in work, obedience to order, and many others were acquired by daily practice, and this is really the only way that habit can be acquired.

Let me say to those parents who are fearful of consequences in the education of their children, in making a residence in the country, that Simon Greenleaf Sanger, who attended the district school here in his youth, graduated in 1848 at the head of his class at Harvard. Miss Mabel Colcord, who graduated with special honors at Radcliffe, attended the West School in her youth, while Miss Martha A. Everett (Mrs. Charles A. St. John), attended the same school, and won the \$200 entrance examination prize on entering Smith College. George F. Parmenter, Ph. D., who attended the West School, is now professor of Chemistry at Colby. Charles H. Higgins, B. S. D. V. S., F. R. M. S., who went directly from the Sanger School to college, is now Pathologist in the Department of Agriculture, Dominion of Canada, and has the honor of being a member of the Royal Microscopic Society of London. Theodore F. Jones, Ph. D., who was an instructor in Harvard at 22 years of age, and now instructor in European History at the University of New York, attended the Sanger School as a boy. Miss Parthena Jones, who attended the North School a half century ago, taught school successfully at fourteen years of age in Westwood, and was for many years a successful teacher in the High School at Newport, R. I. With brains and a favorable environment, your children may begin their education in the country school without loss to themselves.

Previous to the Revolution nearly all the text-books used in

DEDICATORY EXERCISES

American schools were made in England, but when our fathers went to war they would not import any more school books. For a time the pupils used the books that older children had used, then came a period of oral teaching, and in the course of time American text-books. The arithmetics used by our fathers and mothers were very poor, the problems were intolerable. They abounded in lotteries, and no other commodity was in such universal use as intoxicating liquor. Every child had to learn the tables of beer and wine measures. The geographies abounded in such illustrations as the following: "the selling of female slaves," "a bull fight," "a wolf killing an antelope," "the horrors of an earthquake," "a widow prepared to be burned on the funeral pile of her late husband," "a human being prepared for sacrifice in connection with a religious service, with a pile of the skulls of previous victims in sight."

While books were used as long as they would hold together, in some respects it was better than the present custom, where everything is furnished free to the pupil, and as a consequence many homes are almost bookless today. Of course there was no uniformity in text-books in the olden time and few pupils were equally advanced in their studies, so the school resolved itself into as many classes as there were older pupils. The winter term of school commenced invariably the Monday after Thanksgiving, and continued twelve weeks. The summer term began at first in July and later in May, and continued three months. The winter school was sometimes extended in the spring by private contributions, and took in at such times the children of other districts who desired to attend. The teacher boarded round in the homes of his pupils, spending in each house a length of time proportionate to the number of school children in the family. On the afternoon before the close of each school term the older boys and girls, under the direction of the teacher, cleaned the schoolroom, and put it in order for the public examination which was to take place the next day. The floors and windows were washed, the seats scrubbed, which often made more prominent the deep-cut initials. The walls were festooned with green boughs and running vines.

Those who do not know the traditions of the fathers often turn from their customs, and institutions that have been maintained for generations are lightly dropped. Such was the public school examination which grew out of the needs of the public schools. At the end of each term public examinations were held either in the forenoon or afternoon, as the case might be, which were largely attended by the parents and friends of the school.

DEDICATORY EXERCISES

The children were on their best behavior and were examined by the school committee in the studies pursued. Dialogues, declamations, compositions and songs were given in addition. Brief addresses were made by the school committee and others, who offered words of encouragement to teacher and pupil. Much good feeling was created as residents of the whole district met in their educational sanctuary to shake hands with one another and note the progress of the school. Once, when in his manhood years Theodore Parker was deeply moved by a generous tribute he had received, he wrote that only once before had he been equally gratified by appreciative words. That was when, at an examination of the district school, one of the general committee of the town asked Mr. Parker, "Who is that fine boy that spoke up so smart?" His father said, "Oh, that is one of my boys, the youngest"; and, when his father reported at home the question and the answer, the boy's heart glowed with a deep joy, not for the praise of the words, but for the satisfaction it gave to his father. The "parents' day" will never make good this ancient custom, which originated in the needs of the district school.

The lesson of obedience was early impressed on the pupil, and if the teacher was good at figures, and could write well enough to set a respectable copy, mend the pens, and read without stumbling over the long words, and had vigor enough to enforce his authority he was too often an acceptable teacher. Muscular strength had often to come between teacher and pupil. It was no uncommon thing for pupils to put the master out of the school. Horace Mann in one of his early reports to the Commonwealth of Massachusetts, speaks of three hundred schools which were broken up during the year by insubordination on the part of pupils. The extracts given by George K. Clarke* from manuscript** copies of Needham School Reports, from 1841 to 1859, are of interest as showing the condition of public schools at that time and the trend of educational affairs. No such insubordination as is sometimes spoken of in these early reports could exist in any public school today, and it is no longer possible for pupils to break the school up, as of old.

Strictness in a teacher was regarded as a virtue. The means employed to enforce discipline were primitive; the ruler or a good limber sapling about five feet long, were usually employed.

*Dedham Historical Register, Vol. XII.

**Manuscript School Reports of Dover—1839 to 1858 inclusive—are in the State Library in Boston. In 1839 there were 137 children of the school age in Dover and with an appropriation of \$400, the pupils were instructed in all the common school branches, and in addition there were classes in philosophy, chemistry, astronomy, rhetoric, and Watts on the Mind.

DEDICATORY EXERCISES

Even the oldest pupils, both boys and girls, were punished alike. Occasionally a teacher was found who did not use the rod at all but resorted to moral suasion; such teachers, however, were remarkably rare. The attendance upon the district school was very irregular as the children had work to do at home, and often had to wait for books and to have shoes and other articles of clothing made before they could go to school. Tardiness was considered a disgrace, and many pupils attended school for years without ever being tardy.

The precautions now taken in our public schools against contagious diseases mark the progress that has been made in this direction. Within the memory of the speaker no precautions were taken to prevent the spread of scarlet fever or diphtheria in schools or families. Public funerals were held and children from afflicted families were allowed to attend school as usual the day after the funeral of one who had died from either scarlet fever, diphtheria, measles, and other contagious diseases. There was little or no fumigation; vinegar sprinkled around or burnt in the rooms was the only disinfectant used in those early homes. Going back still farther, we find epidemics of influenza, malignant sore throat, dysentery and typhus fever. Many were afflicted with these diseases, and deaths often occurred without a thought that they were contagious and demanded separation or isolation of the patient from the other members of the family. In cases of measles there was often little or no isolation of the patient.

Later in the development of your schools a school committee was chosen, as required by law, which usually consisted of three persons who had the general oversight of educational affairs. The clergyman of the town, previous to the Rev. Dr. Sanger's removal, and for some years subsequent, was the chairman of the committee. In his first manuscript report Dr. Sanger pays a fine tribute to the Common Schools: "Your Committee considers our Common Schools as one of the precious institutions which have come down to us from our fathers, and which deserve our most cordial attachment and support." While under the care of the clergy, the visiting of the schools was done by one person, who had the opportunity of comparing one school with another, and the work of a year with that of previous years. This arrangement was an improvement over the system existing in many towns where the schools were divided for visiting among the members of the committee, who were quite likely to change from time to time. Under this system the town schools lacked

DEDICATORY EXERCISES

uniformity, as the committee man was unable to compare one school with another.

The visiting on the part of the school committee always included an inspection of the register, the copy books, the hearing of recitations, and the asking of a few questions of the pupils. There was a talk with the teacher about school affairs during the recess, and a few remarks (and a prayer—if the committee man was a clergyman) at the close of the school. The chairman* of the school committee examined the candidates for teachers' positions, but did not have their selection, as this duty belonged to the prudential committee man. A prominent educator, one who looks upon the old district school with the eye of affection, says: "With all the new improvements and privileges, none of us can forget the sturdiness and shiftiness developed in the old district school, nor cease to be grateful for what of good the system had." What was the strength of the old district school? Let the late Prof. William James of Harvard answer: "The older pedagogic method of learning things by rote and reciting them parrot-like in the schoolroom rested on the truth that a thing merely read or heard, and never verbally reproduced, contracts the weakest possible adhesion in the mind. Verbal recitation or reproduction, is thus a highly important kind of reaction behavior; and the extreme value of verbal recitation as an element of complete training may nowadays be too much forgotten."

With the decline of the district school and the disappearance of "the little red schoolhouse," we may note the changes which have come to the whole fabric of New England life. The steady tendency of the age is toward centralization. One by one the business enterprises of this town, the rolling mills, the nail factory, the paper mills, the shoe factories, the brush factory have disappeared. Nearly all of the individual enterprises of our fathers have gone because business has been merged into larger institutions until there is no place for the small concern today. We live in the age of steam power and electricity; before this age every little stream in town was utilized in carrying on the enterprises enumerated above. Some day the large streams will again be used in generating electricity for power and lighting purposes and then all this waste of water will forever cease.

History repeats itself. With the exception of the high school, the school system of Dover stands today exactly where it stood when the first school was opened in this town in 1726. All the children were then educated in one building. What is some-

*In his last school report, made in 1858, Dr. Sanger refers to the fact, that he has seen two generations, and in some instances three generations of children pass through the schools under his supervision.

DEDICATORY EXERCISES

times called "a new American institution"—the substitution of the consolidated school for the old time one-room-country-school has been going on for the past quarter of a century. In this way the children of a town mingle, compete, strive, make friendships, and learn how to work together, overcoming the class distinction which unconsciously existed in the district school. The first attempt to consolidate schools in Dover was made in 1887, when the East School was for a time closed and the pupils transferred to the Sanger School. The advantages of consolidated schools was set forth in the annual school report for 1888 and in several subsequent reports, and the subject was thoroughly debated in town meetings.

The first real improvement, and in a way, the first consolidation of schools, took place in the organization, on February 6, 1888, of a High School, to which all the pupils of the town of the required attainments were admitted—a school which has ever since been continued and lately greatly strengthened.

So the neighborhood schoolhouse, which was once the very fabric of New England existence, is going. Within its walls the farmers often met to listen to lectures on temperance, health, the tariff, with a singing school in the winter months. Here was formed the country lyceum, and journals still in existence show how often the lyceum held meetings here, where great questions of politics were discussed by the Natick cobbler—Vice-President Wilson,—Dr. Noyes of Needham, and many others in the vicinity. Here the anti-slavery leaders held forth and in the little schoolhouse laid the foundation of the agitation which resulted in the freedom of the slaves. In the country school district most of the great men, whose voices later swayed the nation, were reared. These changes are inevitable, but we cannot view them without a feeling akin to regret. Oh, what tender memories cluster about these silent walls!

When the rising generation in Dover heard the story of our country from the lips of those who had received it from the old soldiers who had taken part in the last French and Indian War and in the Revolution, they were taught to love the Republic with an undying love, as attested by the large number of graduates of the district school who were volunteer soldiers in all the later wars. We have put the flag above the schoolhouse; now let us put the love of country, the love of the home, the love of the church, and the love of the school into the hearts of the children.

Of course you have discovered that it was the *home life* and not the school, that it was the teacher and not the organization

DEDICATORY EXERCISES

which made the worth of these early schools. May the school again become the adjunct of the home. "We must not forget," says a prominent educator, "that the home is the essential institution of mankind, and not the school. It is only through the intelligent co-operation of the home and school, and through the joint effort of each to implant right ideals of life and conduct that we can compensate for the old-fashioned training which the boy received in the fields and gardens near to Nature's heart."

The Chairman: As many of you know, our town is in a union with the towns of Wayland and Sudbury in the employment of a superintendent of schools. This union has enjoyed the services of some of the best men to be found; unfortunately for us, but to the advantage of others, this union has unconsciously performed a peculiar function, viz, that of selecting the best to be found and introducing them to the stronger towns and districts in Eastern Massachusetts. It has been very convenient for those high in authority to say, "Go over to the Wayland, Sudbury, Dover District. They have just the man you want." The loss of these good friends of ours has been gain to others, one of whom needs no introduction to the boys and girls of Dover, Mr. S. C. Hutchinson, superintendent of schools of Andover, who will now address you.

ADDRESS.

MR. S. C. HUTCHINSON.

Mr. Chairman: I wish to make a few remarks in a somewhat personal way. I have very pleasant recollections of the days I spent in Dover, working in the interests of the schools. My knowledge of the educational conditions in the town, coupled with the fact that I can now speak freely as a visitor, makes me feel that it is eminently fitting for me to offer especial congratulations on this delightful occasion.

And, first, I wish to congratulate the members of the School Committee upon their persistent endeavor and the successful outcome of their efforts in the realization of this elegant building. I wish, also, to bear testimony to their efficiency and untiring energy in behalf of the schools. I know whereof I speak. I congratulate the members of the Building Committee upon the very evident manner in which they have discharged their duty, and I congratulate the town upon the possession of an adequate and modern school plant. And now I congratulate the citizens and the boys and girls, Dover's finest, for nowhere do I find finer boys and girls than are produced in Dover, upon the educational

DEDICATORY EXERCISES

opportunities offered by this building and its equipment. I rejoice at the complete centralization of your schools. I am glad that you have established a complete high school course. All this means much to the welfare and prosperity of the community.

And now I foresee in Dover a model school,—a typical, model school for a suburban community. You have a model building. You may have a model equipment, model courses, model teachers, in brief, a school system for other towns to imitate. You may be pioneers in a modern, progressive, and practical education.

All this is possible, and more, and you have my best wishes for the realization of all that you anticipate.

The Chairman: On the road leading to Natick, beyond the home of Mr. George C. Chickering, there lived many years ago a man who took a deep interest in this town. A man highly respected, a man whom the citizens were pleased to honor, and did honor by naming the street on which he lived for him. Also the young people of the Evangelical Congregational Church took the occasion to honor him by naming their Christian Endeavor Society, The Haven Society of Christian Endeavor.

For some unknown reason this family moved to what was at that time "The West," or New York State. However, it is pleasant to relate that a descendant has returned to our neighboring town of Needham. He also is interested in our town and is extremely interested in young people. It gives me pleasure to introduce to you Professor George B. Haven of the Institute of Technology, who will now address you.

ADDRESS:

PROFESSOR GEORGE B. HAVEN.

Mr. Chairman and Friends of the Town of Dover: It is a great pleasure to stand before you this evening and congratulate you upon the completion of the handsome school building which stands across the way.

We have been listening with eager interest to your historian of the evening, in regard to the old days of the district school, and I am sure our hearts have beaten a little bit quicker as we have recalled the happy days spent amid those surroundings. It is a truth that the strength of the old district school lay in the personality of the teacher, and many a schoolmaster and schoolma'am of the old New England type has left an indelible stamp upon the character and lives of the scholars. The old district school was a "district university," for it often took the place of the primary school, preparatory school and college course to

DEDICATORY EXERCISES

those who came within its doors, and it indeed was no mean agency for the spreading of knowledge.

But we must not forget, in the glow of enthusiasm over the old district school, that it had many and grievous failings; that great amounts of time were spent in going to and from a remote school and often the inclemency of the weather made it impossible for children to attend school through long periods. You have seen fit to provide for this need in a very fitting way by the handsome and commodious building just finished in your town.

The childhood years of life are all-important years. During that period the character is shaped and fashioned for all time. The child grows mentally and physically by leaps and bounds, and we certainly cannot pay too much attention to those important years. It is, therefore, well for a community to have good primary schools, where the natural trend of the child's mind may be carefully observed and where it may be allowed to develop in a natural fashion. We have come to the conclusion in these days that a child is made for a definite purpose in life, and the complete fulfillment of that purpose is the highest education which can be offered the child. Therefore the possibility of observing and developing the natural growth of a child intellectually is all-important to his after-success in whatever path he may choose to walk. Children are made for certain paths of life, and cannot be forced *successfully* into callings which are against their natures. Honorable Woodrow Wilson, the ex-president of Princeton University was once importuned by an anxious mother to know if he could *make* a lawyer of her boy. After exhausting all the means at his command in assuring the mother that they would do their best, he said, "In short, madam, we guarantee to give satisfaction—if not, we will return the boy." The mother then began to grasp the idea that lawyers become good lawyers because they cannot help it, and that to make a lawyer does not rest with human education. "Returned boys" or "misfit boys" are not pleasant experiences in parental training and are liable to lead to life-long mistakes. Therefore the more care parents can exercise in selecting the right education for their children the more successful will be the outcome.

We recognize, more than did our fathers, the fact that every honest calling of life is honorable, and to recognize and train a child to his peculiar bent gives him the best possible education. We therefore have in these times vocational schools of every kind, schools of commerce, art, science, and manual training. These are simply signs of the care which we are seeking to show

DEDICATORY EXERCISES

in developing the young according to the purpose for which they were created.

Let me offer the sincerest congratulations to you once more, friends of Dover, upon the completion of this excellent school-house, which will long stand as an unfailing monument to your care and forethought in training to the very best ends those entrusted to you.

The Chairman: In our search for one to address you this evening, we were directed, and properly, too, to the State Board. We were informed of "just the man," one who has come into our midst from a distant field. It now gives me pleasure to introduce to you C. A. Prosser, Esq., Deputy Commissioner of Education.

ADDRESS.

C. A. PROSSER, ESQ.

Ladies and Gentlemen: I congratulate you upon the fine building which you have erected for the better training of the boys and girls of Dover. It is doubtful where there is to be found in New England a school building better equipped for its purposes than the one which we have assembled to dedicate this evening. The ample basement which has been provided, with its high walls and concrete floors, will afford excellent facilities for the introduction of manual training activities in wood and iron for the boys, and in the household arts for the girls. If what I may be able to say here tonight shall contribute in any way to a movement that will bring about the introduction of practical activities for boys and girls in the upper grades of the elementary school in the town of Dover, I shall feel that my effort has not been in vain.*

In the last analysis the problem of securing competent teachers for the schools is an economic one. Wherever low wages prevail in the teaching profession, if profession it may be called under such conditions, capable men and women in whom the teaching instinct is strong, equipped with the preparation, the personality and the sympathetic social viewpoint, so necessary to effective service in a free public school system today, will be shunted from the schools into less attractive but more remunerative employment, leaving the children who ought to have the best service, to the tender mercies of the incompetent and the indifferent.

Moral education of the future recognizing that children are concrete and motor minded, will not be content to merely impose from without moral precepts. It will seek to devise a body of

*This is but an abstract of Mr. Prosser's address.

DEDICATORY EXERCISES

concrete experiences or projects for home and schoolroom and playground which will bring the child into contact with the simple practical applications of moral truth in order that he may test and approve and adopt and apply it as a working force in his life.

There is even more need today than formerly for concrete as set over against abstract teaching in the schools. In the simpler conditions of farm and village life that obtained a quarter of a century ago boys and girls were brought into intimate motor contact with many life experiences of which the town and city child knows nothing. These experiences gave such children an apperceptive basis for the work of the schoolroom, for which thus far we have not been able to supply an effective substitute. Hence, the demand today for the introduction of some of the practical activities of life in simple form into the elementary schools.

Among the activities found available for this purpose are weaving, knitting, sewing, cooking, simple accounting, woodworking and metal working. Such activities, if taught aright, will give much of the life experience through which the pupil of more primitive days brought to his studies a background of concrete knowledge that aided measurably in the mastery of rules and principles and theories.

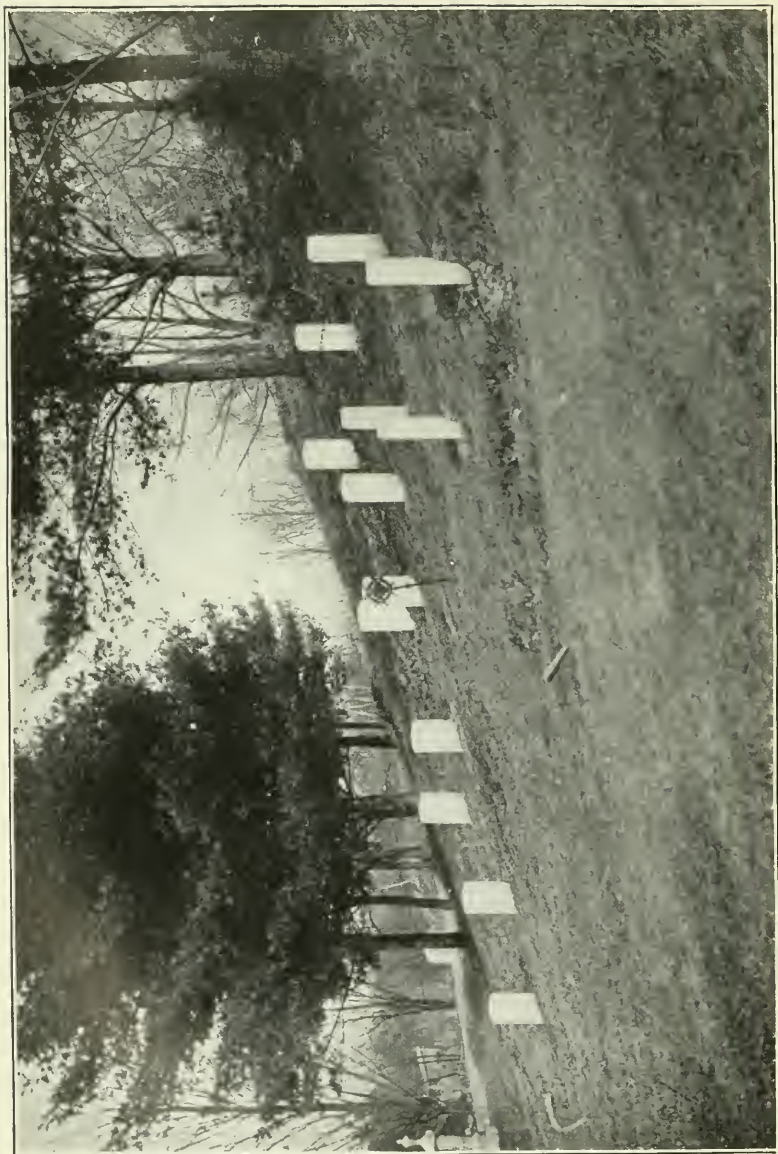
A narrow course of study offering only academic instruction along time-honored lines affords but little aid in the solution of this problem, particularly in the case of the boy or the girl who has not been very successful with the things of the book. In the simpler life of fifty years ago, children were tested by their active contact with a simple, but diversified, life experience. The farmer and the artisan in his home shop came to know the interests and the aptitudes of his offspring. Practical activities in the schools will afford to a large extent, at least, the same opportunity to the school authorities.

Manual activities in the lower grades will serve as a basis of right teaching; in the upper grades they will serve the additional aim of vocational direction. In the upper grades of the elementary schools, beginning with the seventh grade, the children might well take certain studies together, differentiating so far as facilities will permit in others.

BENEDICTION.

REV. ALBERT H. PLUMB.

The Lord bless and keep thee;
The Lord make his face to shine upon thee
And be gracious unto thee;
The Lord lift up his countenance upon thee
And give thee peace. Amen.



HEADSTONES OF REVOLUTIONARY SOLDIERS ERECTED 1911.

UNVEILING OF HEADSTONES ERECTED TO THE MEMORY OF REVOLUTION- ARY SOLDIERS

EXERCISES IN THE CEMETERY.

The President of the Dover Historical Society, MR. FRANK SMITH: We are assembled to unveil these headstones which have been erected to the memory of Revolutionary soldiers who rest in this enclosure, but whose graves are unlocated and unmarked. These headstones were furnished by the Quartermaster General of the United States Army and are inscribed with the service of each soldier. The list is as follows: Sergeant Jeremiah Bacon, Josiah Bacon, Jr., Sergeant John Chickering, Corporal Luke Dean, John Draper, Josiah Draper, Thomas Draper, Ezra Gay, Sergeant John Mason, Nathan Metcalf, Abijah Richards, Ebenezer Richards, and Samuel Wilson.

Having failed to find any one who is descended from these soldiers, I have asked a little girl who is, nevertheless, related to three of them, to unveil these headstones. She has the peculiar honor of being descended from nine of the founders or early members of the Ancient and Honorable Artillery Company; one ancestor fought in the Pequot War, seventeen took part in King Philip's War, four fought in the French and Indian Wars, and twenty-one took part in the Revolution, two of whom fought at the Battle of Bunker Hill. I present Miss Sarah Smith, who will now unveil these headstones.

EXERCISES IN THE TOWN HALL.

The President: An invocation will be offered by the Rev. William R. Lord, minister of the First Parish, of which all the Revolutionary soldiers whom we honor today were members.

INVOCATION.

BY REV. WILLIAM R. LORD.

O God, Father of the races, tribes and nations, Thou in whose light our common humanity has been, through the ages, struggling up and on, we thank Thee, at this time, for all those who

DEDICATORY EXERCISES

by any service, have helped us into the fruition of their hopes, and so much of the realization of their purposes! For those who lived that those who came after them might be free! For those who, in living for us, gave their lives, the seal of their sacrifice, we thank Thee!

To them we rear these tokens of our gratitude, and for their sakes, as well as for the sake of those who come after us, we would not withhold the gift of our lives, in every form of service, whether of time, of wealth, or of life-blood.

So may we be worthy of those whom we remember today, and of ourselves as Thy sons and daughters. AMEN.

The President: The Dover Historical Society, incorporated in 1900, and located in this little town, is proud of her building—the Sawin Memorial,—proud of the nucleus already gathered of a valuable historical library and an interesting historical collection, which illustrates the past life of this people; but most of all she is proud of her membership, which is large enough to accomplish almost anything along the line of local historical work. We trust the accomplishments of the past are but the beginning of a large work in the future.

Some time ago it was thought fitting to have a lot set apart in Highland Cemetery on which to erect headstones to the memory of Revolutionary soldiers buried in the cemetery, but whose graves are unmarked. We are assembled this afternoon to dedicate these headstones.

We have with us a distinguished gentleman, whom we would not greet alone as a former Governor of our beloved Commonwealth, or as an able statesman, or scholar, or as President Taft's appointee as Ambassador to Russia, but rather on this occasion, as a soldier, one who enlisted as a private in the Spanish American War, was given a commission and served with distinction on the staff of General Fitzhugh Lee, and was the first man after his general, to enter Havana. I think he has come to us the more willingly because his paternal ancestor for generations belonged to what is now Norwood, which with Dover, was a parish in Dedham. I have the honor of introducing the Hon. Curtis Guild.

ADDRESS.*

HON. CURTIS GUILD.

Mr. Chairman, and may I say, by heredity at least, my fellow-

*Gov. Guild gave an eloquent address of which this is but a brief report.

DEDICATORY EXERCISES

townsmen, for the family of which I am a representative in this generation, originally settled in the ancient town of Dedham. They were John and Samuel Guild, brothers, wanderers from Scotland and, as far as we are able to ascertain, the first Scottish settlers in New England. They and their descendants shared in the trials and sufferings and sacrifices which we have commemorated today in this ancient burying ground, and while, as our presiding officer so fittingly noted, most of those whose graves we decorated today served in Captain Battelle's Company, you will pardon me for reminding you that some of them also served in the Company of Captain Joseph Guild, and some in the company of Captain Aaron Guild.

The great movement in civilization today, to which we all lend the most hearty accord, and which is to lift us, I believe, higher than any other one movement of the present century, is the crusade for universal peace, for peace between the nations, for "The parliament of man and the federation of the world." Yet we are assembled today to honor the memory of soldiers, for sometimes it is true that war is necessary that there may be an enduring peace.

Such was the case in the Revolutionary War. Such is the kind of war justified forever in the motto of the Commonwealth of Massachusetts. Too few of our citizens appreciate what that motto really means. Fanatics in the cause of peace are accustomed to condemn it and to accuse the people of Massachusetts of maintaining on their flag and on their state seal, a bloodthirsty invitation to war.

The general desire for peace has in a way diverted attention from the real service the soldier does his country, and we are constantly brought back to the old stanza, Thackeray, I believe, originated in one of his typical poems:

"When battle dawns and war is nigh,
God and the soldier is the cry.
When peace has come and wrong is righted,
God is the God, the soldier slighted."

The graves of those men who stood up in battle that this United States might exist, have been forgotten and the location lost. Now, three generations afterwards, grateful posterity comes to the old burying ground, that it may not be forever said that those to whom we owe the very existence of our country should longer be forgotten. If "greater love hath no man than this, that he lay down his life for his friend," surely greater patriotism hath no man than this, that he lay down his life for his country. That

DEDICATORY EXERCISES

risk, whether the supreme sacrifice demanded it or not, that risk at least is taken by every man who signs an enlistment roll and goes forth to face death in battle for the country that he loves.

We are so accustomed to the privileges and delights of the United States that we do not half appreciate the tremendous importance of the Revolutionary War in the history of the world. We do not half appreciate what America means to other nations.

Today I had a conference of an hour and a half with a committee of foreign-born, naturalized citizens from another country, and one man turned to me and said: "You native-born Americans do not half appreciate your own country. It takes a naturalized citizen to be almost fanatically an American. I came to this country almost a starving boy. I am now a director in savings banks, and the head of a great manufacturing industry. I am a member of the Senate of a sovereign state; I am a Lieutenant-Colonel in one of the militia regiments of my state, and I shall probably be its commanding officer within a year. In the country where I was born I should still be either a peddler with a pack on my back, or a peasant tilling the fields. None of the possessions which it has been possible for me to obtain simply by my own hands and my own head could ever have been reached by me in the country where I was born. I love my native village, and I love the relatives that still are there. You are an American because you had to be; I am an American because I never *lived* in any other country in the world."

That a foreign-born citizen could say this is due to the fact that *these* men lived and died and gave their services, as we all know, in that Revolutionary War, which took from beginning to end so many of the ancestors of those who still live in this dear old Commonwealth. One way of appreciating what a tremendous difference that made in the world is the study of the history of the flags of the world. We don't quite appreciate that Bunker Hill,—the little battle of Bunker Hill, with only a few people engaged on each side, not even a modern brigade on each side,—that the little battle of Bunker Hill, which settled that there was to be a Revolutionary War, was one of the decisive battles in history.

Our flag, with two exceptions, is the oldest flag in the world. That may seem strange to you, but it is literally true. We are only a century and a quarter years old, a very young nation, and yet of all the flags that float above the different nations, the Stars and Stripes has floated unchanged for the longest time, with two exceptions. The Revolutionary War changed not only our his-

DEDICATORY EXERCISES

tory; it changed all history. Its example influenced the career of every other nation in the world, and with the change of political conditions in other nations, came a change of the flags. The movement for greater freedom in the United States was followed by a movement for greater freedom in Europe, and with the accomplishment of greater freedom in Europe came a change in the flags in Europe.

The great part which Massachusetts played in the Revolution it is not perhaps proper for us to enlarge upon in every place and in every Commonwealth, but at least here on our own hearthstone, within the borders of the ancient Commonwealth of Massachusetts, the original Pine Tree State, from which the other states have copied their insignia, one of the only four Commonwealths in the entire union, with Virginia, Pennsylvania and Kentucky, it surely cannot be inappropriate very briefly to state to you the part which these men helped play in Massachusetts' contributions to the Revolutionary War. Of those who served at one time or another in the Continental Army in the defence of the American cause, there were all together only 231,000. Today that would be regarded as not a very large army for one nation, and yet that includes every single person, even to the smallest drummer boy or to the minute men and the militia. That was all in all those years of storm and stress,—231,000 men. There were thirteen Colonies to contribute to those 231,000 men, and out of that number, 68,000 men came from the single Commonwealth of Massachusetts.

The extent of our service in Massachusetts is not to be measured merely by such battles as took place within the limits of our state, yet here, within the limits of our state, at Lexington and Concord, Massachusetts was first. She has been first in every war this country has ever waged for law, for order, and for the maintenance of human liberty. She was conspicuously not the first in the one war which this country did wage for acquisition of territory—the Mexican War. She lagged in that one war, and that was the only one in which she was behind the other states of the American Union.

The Battle of Bunker Hill, as I have already stated, is one, measured by results, which we may call justly one of the crucial battles of the world's history, for it determined the future, not merely of the United States, but the future of other nations.

The Spanish-American War, comparatively unimportant measured by loss of life,—one of the shortest wars ever waged in the world,—is yet, measured by results, one of the most important

DEDICATORY EXERCISES

wars in history. You will remember in the Spanish War, at the beginning we were an isolated nation, with very little international diplomacy, and at the end of that war we were not merely the United States of America, but we had learned to stand together, North and South, and had become the United States of America. The Stars and Stripes had flown East and West, until now we, for the first time, can say with the same boast as the sons of England, that today there is not a single second of the twenty-four hours when, somewhere in the world, the sun is not shining on the Stars and Stripes.

I have spoken of the Battle of Bunker Hill. Let me take it as a type of political or patriotic action, as the Battle of Bunker Hill was a crisis in the world's history because it showed that America, at a tremendous disadvantage, would fight for a great cause against the most skilled and experienced troops in all the world. Yet that battle was an American defeat. It need not have been a defeat; it might have been the most overwhelming victory, and the Revolutionary War, instead of having been protracted for years and years, might have been made a matter of months, if all Americans had acted as the brave 1500 acted who bore the brunt of that fight. One thousand men crossed that narrow isthmus and toiled all night at fortifications, without food, without any extra supply of powder, without even a cup of cold water, to sustain them during the broiling heat of that terrible June day before the battle that has resounded through the world, with no help whatever but two or three hundred New Hampshire men who rushed across the neck to help them, and yet within three miles, under arms and sword, there lay at Cambridge an army three times the size of the British soldiers, who were cooped up there in Boston, and no reinforcements were sent, while their fellow citizens died upon that bloody hilltop in the common cause; and as all the accounts invariably say, from the hilltops, from the housetops, from the trees in the vicinity, thousands of citizens witnessed the contest inactive, and watched their brothers die.

But, whether celebrating the achievements of the sons of Massachusetts in the Revolution or in the early Indian Wars or in the War of 1812, and those which have come later, this town, this little Massachusetts town, this town typical of New England ideals and enterprising New England patriotism, has furnished a worthy part in all the struggles. In proportion to its size, it has done a worthy part. It is useless for us to join in commemoration, if the study of the records of those things which are past

DEDICATORY EXERCISES

lend us no inspiration whatever for the doing of the things that are to come. We are not called upon to face scalping knives today, nor the bayonets of enemies in war,—pray God we may never become involved in any war with any other nation,—but we are called upon in a battle, *in a war*, where no substitute can be furnished; where we ourselves must work and furnish a little of our brains, a little of our leisure, a little of our money, a little of our time, to see to it that not merely in war, but in peace, the United States is still the leader among the nations, for the betterment of mankind, for the recognition of the fatherhood of God and of the brotherhood of man, and may it be written of the soldier's peace, as it is written of the soldier's war, and might be written of these dead men who sleep on that May hillside across the old country road there, as Emerson wrote it of the man who died at the head of his negro troops on the turret of Fort Wagner:

“Stainless soldier on the walls,—
Knowing this,—and knows no more,—
Whoever fights, whoever falls,
Justice conquers evermore,
Justice after as before,—
And he who battles on her side,
God, though he were ten times slain,
Crowns him victor glorified.
Victor over death and pain.

“So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low,
‘Thou must,’
The youth replies, ‘I can.’”

The President: An original hymn contributed for the occasion by Mr. Burges Johnson of New York will be sung by a class of school children. This beautiful hymn I hope will find a place in every hymn book in town to be used on occasions. It may be called the Dover Hymn.

ORIGINAL HYMN.

By BURGES JOHNSON.

OUR HERITAGE.

As Israelites of old
Repulsed the foes of Edom,
And by God's grace were bold
To keep His gift of freedom;
So from each vale and hill

DEDICATORY EXERCISES

Where now in peace we dwell
Our fathers did His will,
And bravely fought and fell.

O God, who in that day
Our sires to war incited,
Grant us the power we pray,
To keep the watch-fires lighted.
May we by faith withstand
Thy foes from age to age,
And guard beneath Thy hand
Our priceless heritage.

BENEDICTION.

BY REV. ALBERT H. PLUMB.

The Lord bless thee, and keep thee; the Lord make His face shine upon thee, and be gracious unto thee. The Lord lift up His countenance upon thee and give thee peace. AMEN.



BOWLDER AND BRONZE TABLET ERECTED IN MEMORY OF THE INDIANS, 1912.

UNVEILING OF BRONZE TABLET.

The exercises of dedication of the bronze tablet erected

TO THE MEMORY
OF
THE INDIANS AND THEIR
"PECULIAR HUNTING PLACE"
AS THE ADJOINING REGION
WAS CALLED BY
THE APOSTLE ELIOT

were held in the Town Hall on Saturday afternoon, January 13, 1912, Mr. Augustin H. Parker, Vice-President of the Dover Historical Society presiding.

OPENING REMARKS. BY MR. AUGUSTIN H. PARKER.

Ladies and Gentlemen: This meeting has been called for the purpose of dedicating a tablet to the memory of the Indians who once lived and hunted in this vicinity. We really ought to have as our Chairman the President of the Dover Historical Society, Mr. Frank Smith, but as he is to be one of the speakers, he has asked me to preside. Mr. Smith has been to great pains to perfect the details of this meeting, and our hearty thanks are due him for the work he has done, and for his careful attention to what I may call the historical setting of the meeting. For instance, I will call your attention to the fact that the ushers on this occasion, Messrs. Charles Thompson and Eliot Higgins, are related by ties of blood to the Apostle Eliot. Mr. Smith has collected all the obtainable facts relating to Dover as the hunting place of the Indians, and I know we shall listen to the address which he will give later on with the greatest interest.

The Chairman: I will ask the Rev. William R. Lord to deliver the Invocation.

INVOCATION. BY REV. WILLIAM R. LORD.

O Thou who hast made all the races and the nations of one blood to dwell upon the face of the earth, we meet today in the

DEDICATORY EXERCISES

memory of a departed people! We meet in possession of their land, but with regret and remorse for the wrongs and injustices inflicted upon them by our fathers. Remembering these sins of our forbears, we would it were possible, before Thee, to atone for them! We would we might claim before Thee such purity of purpose, and such sentiments of pity that we could not ourselves have been sharers in the cruel transgressions and grievous oppressions of former times. Today, as sign of our regret and repentance for all these wrongs, we set here, before Thee and ourselves, this token of the presence of this departed people upon these hills and in these valleys.

May we, who cannot do more, enter into the inheritance of this fair territory, with worthy purpose, striving before Thee, with consecrated industry, to make it abundantly productive of health of body and nobility of soul.

O Thou, who dost bless us in every worthy purpose, and every noble deed, we thank Thee for the assurance of Thy presence at this hour, and that now and evermore we are with Thee, the God of every people, who have lived, or will ever live, upon this earth! AMEN.

The Chairman: The bronze tablet will be unveiled by one who is descended in the ninth generation from Nathaniel Chickering, the first settler in the centre of this town. Her ancestors have been residents of this place for nearly 225 years, and have been prominently identified with all her institutions and everything connected with the upbuilding of Dover. The tablet is the gift of Mr. Richard W. Hale, and the boulder on which it is to be placed is the gift of Mr. Michael W. Comiskey. I have great pleasure in introducing Miss Antoinette Chickering.

The Chairman: I will now call on Mr. Frank Smith, President of the Dover Historical Society, who I believe knows as much about the history of Dover and vicinity as any man in this country.

HISTORICAL ADDRESS.

BY MR. FRANK SMITH.

DOVER AS A HUNTING-PLACE OF THE INDIAN.

Three hundred years ago, the territory on which we live was occupied by a race of people so numerous that from the summit of hills not far distant a half dozen or more Indian villages could be counted. As these villages often contained three or four acres,

DEDICATORY EXERCISES

on which the wigwams were crowded closely together there must have been a goodly population of Indians in this vicinity. In recognition of the fact that the Indian was the first settler, he is given a prominent place in the official seal of Dover.

As a race they were living here and conveying land by deed to ancestors of present Dover families as late as 1763, a space of time, which measured from the present is less than that covered by the lives of two generations of many men and women born on Dover soil, and yet every trace of these original people has disappeared from the land which they once occupied.

“Alas for them! Their day is o’er;
Their fires are out from hill and shore.
No more for them the wild deer bounds,
The plow is on their hunting ground.
The pale man’s sail skims o’er their flood;
Their pleasant springs are dry.”

While on these streets are seen, every day, not only descendants of the English settlers, but those of the Celtic race, the Italian, the Pole, the Swede, and other nationalities, yet not a native Indian has walked these streets for many years. I was told last summer at the Indian settlement at Mashpee that there is not one pure-blood left in that old Indian plantation, and the last census shows that there are only 688 Indians in Massachusetts.

It is in memory of this race, whom we recognize as the first settlers on this soil, that we are assembled to mark with an appropriate tablet one of their favorite hunting grounds, that by so doing we may help to keep alive the important facts of our early history.

Fortunately we know more about the Indian today than ever before. Gen. Nelson A. Miles, who has had a rare opportunity to study the history, traditions, customs, habits and mode of life of these native Americans, says: Whence they came and when we know not, but if we were to judge from their stature, features, color, language, art, music, and many of their characteristics we would be convinced that their ancestors were of Asiatic origin. But whatever their history, their blood and experience produced a superior race. All the early explorers and historians speak of them as a strong, intelligent, honest and peaceful people. They were poets and artists by nature and their sense of humor was more developed than that of their Puritan neighbors. Proud, dignified and courteous, they were grateful for favors, nor was kindness ever forgotten. Hospitable to friends and strangers, they were generous to the improvident. They were repaid for

DEDICATORY EXERCISES

their kindness by being kidnapped and transported to foreign countries. They were sold into slavery by the colonies of Massachusetts and Rhode Island. In Connecticut, they were hunted with hounds kept at the public expense and shipped to France to serve in the galleys.

The Indians who roamed these fields three hundred years ago had no regular business other than hunting, fishing, and preparing for the chase. They had no knowledge of the division of time as it exists today; there was no marking off of time, save by the sun and the shadows cast by it. The sun, the moon and the stars helped to give them the idea of the difference between day and night, but they knew of no division of time into months and years.

The way an Indian told the time was by holding up his hands from the line of the horizon to the sun. Three hands between the sky line and the sun was the same as three hours, four hands was four hours, etc. In the afternoon two hands held up between the sun meant such and such a time before sunsèt. They did not know the hours of the day, the days of the month or the seasons.

The Indian was a close observer of the weather. A dry moon was one on which he could hang his powder horn, and a wet moon the reverse. This distinction, between a wet and a dry moon, is still made by Dover farmers.

Now that this powerful race which once had its trail across this territory, fished in its streams and hunted in its woods, has been wiped out in oblivion by the conquering civilization of the white man, we ought to perpetuate as far as possible the picturesque life of the red man. When this town was named it would have been better to have called it Powisset or Noanet, because these beautiful names have individual character, rather than to have borrowed the name of Dover from an English town which has no special significance. It would have been a pleasure to register one's name from Noanet or Powisset, Massachusetts.

While this race could neither read nor write or cast accounts yet they were intellectually developed through the use of the hand, the eye, the ear, and in social contact, but being governed by their emotions they were as changeful in purpose as children.

In the settlement of the Indian village at South Natick, Governor Endicott tells us that, with the assistance of an English carpenter for two days, they were able of themselves to build frame houses after the English plan, and even erected a bridge across Charles River. The existence of a brain no less than a muscle shows that it has been developed through use, yet scien-

DEDICATORY EXERCISES

tists tell us that the skull of the civilized man is not much larger than the skull of the savage.

Think of the great Indian chiefs who were in many respects a match for the white man in the early settlement of this country. Take Punham, for instance, who was killed in the woods between Dedham and Medfield—perhaps on Dover soil. Next to King Philip, he was the most dreaded of Indian chiefs—a white man standing today for the same thing and fighting for the same cause—his country and his people—would be a great patriot, one to be held in everlasting remembrance, while this poor Indian is looked upon as a murderous savage. Let us never forget that the Indian's greatness and power came through the development of his God-given faculties. I like in imagination to think of the Indians who roamed these fields as representing the power, the cunning, the eloquence of this native people.

Within the limits of this peculiar hunting ground may have been held, in the years long passed, many councils of war, and here may have been exhibited all the eloquence as they gathered around their council fires, for which they were celebrated. Drake says: Most Indians were natural orators, and the language they sometimes employed to express their thoughts was very striking and appropriate. I like to imagine Noanet as the old chief in the following account of the ceremony of burying the hatchet, as given by Drake. On this occasion one of the chiefs arose and proposed that a large oak which grew nearby should be torn up by the roots in order that the hatchet might be buried underneath it, where it might remain forever. After he had sat down, another who was greatly revered, rose to speak in his turn. Said he: "Trees may be overturned by storm and in course of time will certainly decay. Therefore, that the hatchet may forever be at rest I advise that it be buried under the high mountain which rears its proud head behind yonder forest." This proposal greatly pleased the whole assembly till an aged chief, distinguished for his wisdom, arose and gave his opinion in the following remarkable words: "Look upon me; I am but a feeble old man and have not the insistent power of the Great Spirit to tear up trees by the roots and overthrow mountains. But if you would forever hide the hatchet from our sight let it be cast into the Great Lake, where no man can find it or bring it forth to raise enmity between us and our white brother." The Indians were men of peace. Before the residence of Stephen Badger, the last minister of the Indian Church at South Natick, can still be seen two elm trees which were presented to him as a peace offering by the Indians, signi-

DEDICATORY EXERCISES

fying that there was to be peace between Mr. Badger and the Indians as long as these trees continued to put forth the green leaf and their branches waved in the summer breeze.

In the great controversy between the Apostle Eliot and the town of Dedham, over the granting in 1650 of land on Charles River for an Indian plantation at South Natick, Mr. Eliot states that the land on the south side of Charles River, now comprising the town of Dover and a part of Natick, was "a peculiar hunting place," and belonged to the great sachem, Wampituk, whose daughter Chickatabut married, and that the territory descended to their son, Josias who, Mr. Eliot declares, solemnly in God's presence did give up his right in this land unto God, to make a town, gather a church and live in civil order.

Evidence of Indian occupancy of this territory is still found in Indian names. Quinnebequin is said to be the Indian name of Charles River, while that little stream, which has its northerly source in Dover, the Neponset River, still bears an Indian name. Pegan Hill, Noanet Brook, Dingle Hole and Powisset Plain are still current and I hope always will be, in memory of the Indians for whom they were named. These names give us of the present generation, some slight sound of the Indian tongue.

From the number, situation and height of Dover hills, one can readily see that this was a favored spot. A half dozen hilltops command a sufficient view to enable the Indians to see the approach of hostile tribes, the fear of which was ever present with them. Has it ever occurred to you, that from the summit of Pine Hill, in the southeast part of Dover, one may still see the surrounding country practically as the Indian saw it, with its rare conjunctions of hill, rock and plain, river and brook, as it came from the hand of the Creator?

In the Quinnebequin, Noanet set his weirs and in the spring caught shad, salmon and alewives as they went up the river to spawn and in the smaller streams he set his eel pots. On the plain of Powisset the Indian planted maize, beans, melons, pumpkins and tobacco. I have conversed with those who could remember the Indian cornfields with the hills discernible in rows on this plain. There was a pretty marriage custom practiced by some tribes where the man gave the woman a deer's leg and she gave him a red ear of corn, signifying that she was to keep him in bread and he was to keep her in meat. Here the Indian trapped fur-bearing animals, and we still have our Beaver Brook* in the

*Now called Mill Brook.

DEDICATORY EXERCISES

east part of the town, and Otter Brook in the west part of Dover, named for these fur-bearing animals. It has been said that the English expected to buy beaver skins from the Indians on their own terms, but the savages proved to be such keen traders that the struggle for self preservation developed the proverbial Yankee shrewdness.

At Powisset and in the center of the town, on Pegan Hill and in West Dover, are found never failing springs of the purest water, where for generations the Indian while on the chase quenched his thirst, and sustained himself by eating parched corn and maple sugar. I like, when in a contemplative mood, to stand under the old oak on the Common—the only tree of the primeval forest that is left to us—and think of other days, of the Indians who have rested beneath its shade, of the scenes that have transpired in its presence. The first product of New England to have a commercial value was furs, which were largely bartered from the Indians. These furs found a ready market in England, and as this territory was a peculiar hunting ground of the Indians and only fifteen miles distant from the shipping point, we may believe that the pelts of fur-bearing animals taken on this territory were early shipped to England. In Great Brook, near Natick, as the records read, the Indians speared fish or caught them in rude nets. In neighboring ponds they fished through the ice in winter. In the beautiful valleys they killed the deer, the bear and the fox, and on the upland meadows dried and salted fish, which, with parched corn and maize, was stored in pits dug in the slopes perhaps of Pegan Hill, for winter use.

The Narrows, between Dover and Sherborn, the most beautiful spot on Charles River, was called by the Indians "Dingle Hole," because they heard here by night a tinkling bell. Happily this name has been restored to the locality in recent years.

In the woods the Indians snared the rabbit and partridge, and with the stone pestle still found in Dover fields, they pounded in hollowed stones* corn which had previously been soaked. In this work the pestle was often attached to a sapling which was bent over and worked up and down in pounding the corn. This contrivance required but little strength on the part of the squaw. From this practice it is believed that the English settlers got their idea of the well sweep.

Here was a race, says Dr. Newton, with many known and un-

*A fine specimen of an Indian mortar can be seen on that portion of the Indian burial grounds at Natick, which has been set apart as a little park, through the efforts of the Wamsquon Burying Ground Association.

DEDICATORY EXERCISES

known tribes of red men, women and children. They have lived and died, and we do not know for the most part where their graves are or what their history has been. No burying place of the Indian is found within the limits of this town and in excavations I have never heard of the remains of an Indian having been found or a grave opened.

At South Natick there was an Indian burial ground which took in all the sloping land near the Eliot meeting house. The headstone of Takawampait, the Indian preacher, is still preserved. In the collection of the South Natick Historical Society, may be seen beads, charms, Indian pipes and a kettle, which have been taken from Indian graves in the vicinity.

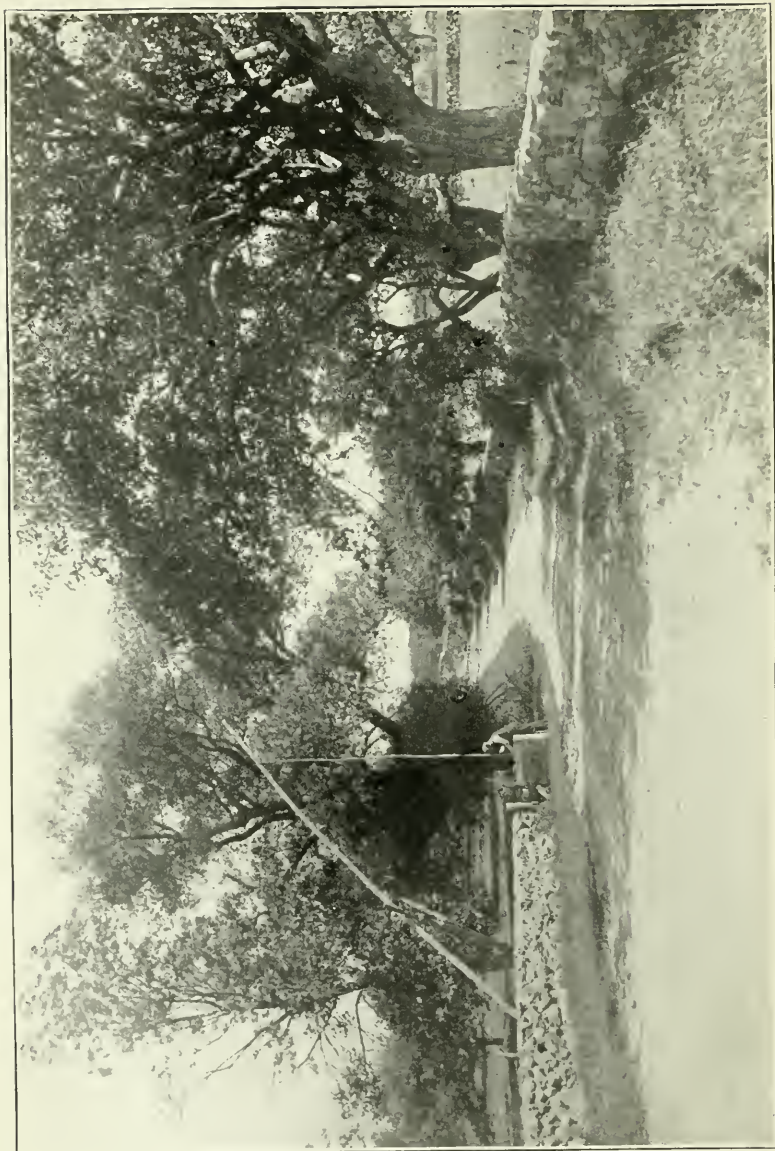
Dover has long been noted, owing doubtless to the diversity of soil and elevation, for the beauty and variety of her flora, which has been the study of many botanists. Years after the Indians had been taught by the English to use herbs as medicines* they made long pilgrimages to this territory to gather plants, especially in the valley of Noanet.

Although the Indian Reservation at South Natick, known for many years as the Indian farm, adjoining the Dover line, was given up in the early thirties, yet the Indians continued to live there for many years after. My grandfather, Draper Smith, and Caleb Wight, both of Dover, purchased the estate. The sale was very distasteful to the Indians, a company of whom waited upon my grandfather. "You have bought our land away from us," said the spokesman as he advanced to lay violent hands upon my grandfather, who kept him at bay with a large goad-stick which he chanced to have in his hand.

As my father spent many happy days on the Indian farm, when his father and Mr. Wight were gathering the products of the land, he used to fascinate me with stories of Indian life as he saw it, the making of baskets and bark pails, the building of birch bark canoes, the gathering of wild fruit and the Indian methods of hunting** and fishing. Here he saw them cook their great dish, a stew of all manner of flesh, fish and vegetables boiled in a common pot and thickened with powdered nuts. Here he witnessed the baking of the ground nut which I remember he once cooked after the Indian fashion for his children. Here he gathered on Indian soil the beautiful Indian rose, still remembered by some, which a half century ago had been transplanted to neighboring

*The Indians had cures for the bites of venomous snakes, but knew nothing of the practice of medicine.

**The Indians had no animals except a mongrel breed of dogs.



WELL, ON SMITH STREET, STONED BY THE INDIANS

DEDICATORY EXERCISES

farms and carefully cultivated. The rose was a distinct variety which the Indians had cultivated for generations. I wish Mr. Montgomery of Waban Conservatory, Natick, could develop from this rose a new American Beauty. Here my father listened to stories of the skill of the medicine man, one of which I recall. It related to a white man who was ill and could get no relief. Consulting the medicine man, he was denied all food and at the appointed time was suspended by his legs over a pan of hot milk, when a starved snake, tempted by the smell of the milk, proceeded to crawl from the man's stomach and his life was saved.

One summer Reuben Draper's best cow came home from the pasture nightly giving but little milk. A squaw being asked about it said she guessed the cow was being sucked by a black snake. A watch was set and it was soon discovered that the black snake was the squaw in question.

The Indians were very fond of apples and in the earliest years of their settlement at South Natick set out many apple trees of which they were very proud. Bryant in his poem, "The Planting of the Apple Tree," has these prophetic lines:

"And time shall waste this apple tree,
Oh! when its aged branches throw
Their shadows on the ground below,
Shall fraud and force and iron will
Oppress the weak and helpless still?"

After its sale, the Indian farm yielded hundreds of bushels of apples, which were gathered and made into cider at Asa Wight's cider mill, which was not far distant from the Indian farm.

The Indians traveled over the surrounding country selling baskets, spring cranberries and wild grapes in their season, sleeping wherever night overtook them, in barns or by firesides with their blankets wrapped around them and always receiving as a matter of course a breakfast from the farmer's wife in the morning. Some Indians worked for farmers, especially on stone work. Many of the stone walls on the Allen farm* on Pegan Hill were laid by the Indians. The well near the road on Dr. Porter's farm on Smith Street, which many will remember with its picturesque well sweep, was stoned by Indians.

The Indians were superstitious and feared any natural phenomena that they could not understand. It is still related in the Allen family that during an eclipse of the sun, the Indians in the neighborhood of Pegan Hill gathered around the barn of Heze-

*Now owned by Robert G. Fuller.

DEDICATORY EXERCISES

kiah Allen, where they stood like statues while the eclipse lasted and then dispersed to their houses or wigwams.

Less than three miles, as the bird flies, from the west part of Dover, was the old fortification in what is now Millis, where the early settlers in the vicinity, during King Philip's War, went for protection against the Indians. On land owned by the late Robert S. Minot on Smith Street was a small fortification which was removed by Draper Smith a century ago. The spot is still marked by a patch of tansy which has grown there through the century. No one has ever been able to give the history of this structure. It was built of brick and white oak plank. It was probably erected about the time of King Philip's War, when the town of Dedham was voting that no one should move to a greater distance than three miles from the meeting house. The small windows were glazed with the primitive diamond window pane, one of which is now found in the collection of the Dover Historical Society and was presented to the town as a nucleus for a historical collection on the occasion of the celebration, in 1876, of the one hundredth anniversary of the Declaration of Independence, and was the first gift made toward a historical collection in Dover. My grandfather used to tell the story, which had been related to him, how the Indians came one night and tried to surprise the family by imitating the grunting of the farmer's pigs, which they would have the inmates believe, had broken out of the pig pen. Instead of rushing out, the firearm was taken down, the window raised, and when the squealing pig was in the right position the gun was fired. The squealing ceased

"And crimson drops at morning lay
Amid the glimmering dew."

In this way the Indian trail was traced for some distance through the woods.

While Indians were living in Dedham, as neighbors to the white settlers, as late as 1650, as shown by the testimony of the Apostle Eliot, yet there are no localities, brooks or streams which now have Indian names within the present limits of the town. Wigwam Pond, the name given to her only sheet of water, simply signifies that the red man once lived on its shores. The Indians always selected as a burying place, a spot near a running stream or pond, and so we find the Indian burying place in Dedham not far from Wigwam Pond. How long this spot was used as a burying place and how many Indians were buried there no man can tell.

In other parts of the original territory of Dedham and in towns

DEDICATORY EXERCISES

adjoining Dover, we find the following Indian names current: Tiot, the name of the Norwood parish; Nahatan Field and Nehoiden Street, Needham; Nahatan Street, Westwood; Waban Pond, Waban Brook and Maugus Hill, Wellesley; Tom's Hill, Natick—a beautiful hill once owned by a celebrated Indian who went by the name of Captain Tom. The plain on which Natick stands was called Pegan Plain. Dug Pond, Natick, was formerly called by the Indians, Washamug. Old records show that Sherborn had her Pocasset Hill and Boggestow Brook. The valley of the Charles River, bordering Medfield on the west, was called Boggestow by the Indians; there was also a territory half a mile east of Medfield village which was called Nantasket.

The Indians had a trail through the forest from Dedham to South Natick. They crossed over Strawberry Hill and forded Noanet Brook, Clay Brook and Great Brook. With bow and arrow in hand, they hunted the wild game "in upland glade and glen," and gathered in summer time the wild fruits by the way and in autumn the dropping nuts.

Roger Williams, the apostle of soul liberty, driven from his home at Salem, after founding Rhode Island, is believed by some historical scholars to have come to this immediate vicinity, either in what is now Wellesley or Dover, to meet his wife and children. The Indians conducted his family through the wilderness from Salem, and on this historic ground they were united.

Again Roger Williams contended that the charter of Massachusetts was invalid, since it was not based on any purchase from the Indians. As President Faunce has said: "The ethical teacher, judging events in the 'quiet and still air of delightful studies,' must admit that Roger Williams could well defend his position. Our relations with the Indians of America are justified on biological rather than ethical grounds. We look back today on far more than a 'century of dishonor' and may not examine too closely our title-deeds."

In closing, let us briefly consider what the Indian gave the white man. On his arrival here he taught him how to fertilize the land with fish and grow maize which he found under intelligent cultivation, and in three hundred years no new method of cultivation has been introduced. Corn is still planted when "the leaf of the oak is as big as a mouse's ear"; yellow pumpkins still adorn the fields and the bean entwines the corn stalk as of old.

The English settler learned from the Indian to cook corn in a variety of ways, and many dishes are still called by Indian names, as samp, hominy and succotash. The English settlers also

DEDICATORY EXERCISES

learned to bake beans from the Indian. Green corn on the cob was a favorite dish with the Indian, and for this purpose a succession of crops was grown, as now. Indian pudding boiled in a bag, and hasty pudding made of Indian meal and water, with the never-to-be-forgotten Johnnycake were the first desserts put upon the Englishman's table, all of which are of Indian origin and especially Indian dishes. In the home the Indian taught the white man how to use the pine knot as candle wood and how to make sugar from the rock maple tree. It was an Indian custom to burn over the woods in November to destroy the underbrush; this made good fodder in the woodlands where the trees were thin, and in the spring the grass grew rapidly on the burnt ground. The Dedham settlers kept up this practice and without doubt burned over this territory annually as "it was the fittest place to turn cattle which the town had." It was the Indian who taught the white man to smoke and invented the pipe which is now the pleasure and consolation of millions. The Indian used the pipe, as we all know, in their important transactions. Thus the pipe of peace is indispensable to the ratification of a treaty, and smoking together has even greater significance of friendship than eating together has among nations.

It was the Indian who first furnished the Colonists with a medium of exchange, in his wampum, and thus enabled them to transact business. It was the Indian who taught the white man how to build the birch-bark canoe, and thus made water travel possible. He taught him how to clothe his feet in the moccasin, the best shoe for pioneer life that has ever been invented, and how to walk over the deep snow in winter on snowshoes. Again in the Indians' "Great Spirit" we have the most comprehensible definition of Deity that has been given us. The Indians believed, says General Miles, that the Great Spirit had given them this beautiful country with all its natural resources, advantages and blessings, for their home; with deep emotion and profound reverence they spoke of the sun as their father and the earth as their mother. Nature they worshipped; upon it they depended, with it they communed, and cherished it with deepest affection.

And so I believe we do well in permanently commemorating the aborigines who made this territory a "peculiar hunting place."

The Chairman: The original poem, written by Mr. William H. Gardner, will be read by Miss Esther Bond, who is descended in the eighth generation from Henry Wilson, first white settler on the territory of Dover. On her maternal side her ancestors have all been born on the farm settled by Henry Wilson in 1640.

DEDICATORY EXERCISES

ORIGINAL POEM.

BY WILLIAM H. GARDNER.

“PEACE TO YOUR ASHES, O RED MEN.”

Peace to your ashes, O Red men,
Hunters and warriors of yore!
Gone to the Great Spirit's Wigwams
Built by some heavenly shore.
Once o'er these ranges you hunted,
Trapping the rabbit and quail,
Shooting the deer with your arrows,
With aim that never did fail.
Stealthily stalking the forest,
Tracking the bear and his mate,
Ending the chase with great bonfires,
Turning it into a fête.
Sometimes with tom-toms abeating
Tomahawks waving on high,
Solemn braves turned into firebrands,
Dancing 'neath this same blue sky.
Then with your war-whoops resounding,
Painted and feathered you went,
Vowing to scalp “The Pale Faces,”
On direst vengeance bent.

Peace to your ashes, O Red men,
Now is the past all forgot;
And in your mem'ry this Tablet,
Place we here on this dear spot.
Time maketh clearer man's vision,
Faults by and by fade away,
Virtues at first not discern-ed,
Stand out now clear as the day,
Each generation grows broader,
More light is shed on the past,
True greatness ne'er is forgotten,
True worth forever will last.
Why should we blame you, O Red Men,
Coming and stealing your home;
Driving you out of your wigwam,
Into the thicket to roam.
With naught a mention of wampum,
Taking your old hunting place,
Surely you Red Men had reason,
For hating the cruel Pale Face.
Staunch was the friendship you proffered,
And when 'twas misunderstood,
Friends were then changed in a moment,
To foes in the moor-land and wood.

Peace to your ashes, O Red Men,
If you can,—pray now forgive,
Here is a Tablet we're placing,
That through The Ages will live.

DEDICATORY EXERCISES

Hear ye, O spirits of warriors,
Wraiths of the sachem and brave,
Never the white man will blame you,
That you would not be their slave.
Hear ye, Noanet and Pegan,
Kings of the Red Men of yore,
Tell of this day to your People,
Safe on the Great Spirit's shore.
Many great nations are slandered,
Motives oft misunderstood,
But time bringeth them justice,
Showing they wrought for the Good.
Tell them, O Chiefs of your People,
"Light" shineth brighter each year,
Justice and Mercy grow stronger,
Faith is now mightier than fear.

The Chairman: It gives me great pleasure to introduce a successor of the Rev. John Eliot in the Roxbury Church, a gentleman who probably knows more about the Apostle to the Indians than any other living man, the Rev. James DeNormandie, D. D., of the First Church in Roxbury.

ADDRESS.

BY REV. JAMES DE NORMANDIE, D. D.

JOHN ELIOT, THE APOSTLE TO THE INDIANS.

Mr. President and Friends: Let me begin by congratulating you that you took the initiative, and have carried to so successful and pleasing a conclusion, the erection of this tablet, to commemorate the incidents of your early history, for all these matters become more and more interesting to each succeeding generation.

I am specially glad of anything which is associated with the Apostle Eliot, who as the years go on, stands out as the most prominent character in our early annals,—so that when Dean Stanley came to this country and was visiting Phillips Brooks, the Bishop asked him what places he wished to see, and the Dean replied, "I want most of all to see the spot where the Pilgrims landed, and where the Apostle Eliot preached."

About twenty-five miles north of London is the little village of Widford. In the dingy and worn register of the parish, one reads in letters quite distinct, "Anno Diu: 1604, John Elliott, the sonne of Bennett Elliott was baptized, the fiftē daye of Auguste, in the yeere of our Lord God 1604." The village, with its houses of thatched or red-tiled roofs, is very much as it was at the birth of Eliot, and I do not wonder that its inhabitants were glad to go to this new world of whose riches they had heard such glowing reports, and where they might share in founding a new

DEDICATORY EXERCISES

Kingdom, and where they might have the privilege of persecuting, as they had been persecuted.

After Eliot graduated from Jesus' College of the University at Cambridge he made up his mind to come with a number of his neighbors, and promised, if they so desired, to be their minister in the plantation at Roxbury. He landed in Boston Harbor in November, 1631, and after ministering for awhile to the First Church, in Boston, was ordained as minister of the First Church in Roxbury, in November, 1632, and remained its faithful and devoted pastor for over fifty-eight years, and he and his successor embraced one hundred and nineteen years of the history of that Church.

His records are very interesting as showing how he watched over his flock, and wrote down just what he thought of them. How I should like to do this, if I were sure it would not be read for two hundred years.

One expression which he uses over and over again to describe the good persons of his church is that he or she died "leaving a good savor of goodness behind."

"Valentine Prentice lived a godly life, and died leaving a good savor of godliness behind him."

"The wife of William Talmudge was a godly woman, and died and left a gracious savor behind her."

"Brother Griggs lay in a long affliction of sickness, and shined like gold in it."

"Old Mother Roote lived not only till past use, but till more tedious than a child."

He was not afraid to put down their weaknesses or sins.

Here is his note on a reprobate character who removed to Connecticut, "Where he lived several years without giving any good satisfaction to the consciences of the saints."

Here is his watchfulness over trade: "The wife of William Webb. She followed baking, and through her covetous mind she made light weight after many admonitions, flatly denying that after she had weighed her dough she never nipped off bits from each loaf; which yet four witnesses testified to be a common, if not a constant practice; for all which grosse sins she was excommunicated. But afterwards she was reconciled to the church, and lived Christianly and dyed comfortably."

How many are there today, do you think among us who make light weight and short measure, but instead of being excommunicated, are pillars in the churches?

The Apostle was always deeply interested in the education of

DEDICATORY EXERCISES

the young. He began in his church the first Sunday School of which we have any account in the New World. And what kind of a Sunday School do you think it was? All the male youth were to stay in the church after the close of the second long service, and the services sometimes began about ten o'clock in the morning, or earlier; then an intermission, and then another service lasting until three or four o'clock. When the boys were all gathered together, the elders were to examine them as to their remembrance of the two sermons of the day, and any questions from the Catechism. All the female youth were to gather in some suitable place on Monday, when the elders were to examine them as to their remembrance of the two sermons of the day before, and any questions from the Catechism. What if all of you young persons were subjected to such an examination? Would not the first answer from the most of you be: "We did not hear the sermons at all; we were not at church?"

In 1645 Eliot established the Roxbury Latin School, a school to fit boys for our neighboring University, and which has continued until now—and never more flourishing than now,—one of the very best fitting schools for the University in the country.

He also founded a school in Jamaica Plain, still carried on. Wherever he went he made a plea for good schools, for a good school to be encouraged in every plantation of this country. And with his colleague, Weld, and Mather, the minister of Dorchester, he helped prepare the "Bay Psalm Book," the first book printed in this country.

But the chief work of Eliot, and that for which he is called the Apostle, and which still remains the wonder and admiration of all who read about it, was his labors among the Indians.

He had been over his church about ten years, mingling with the red men, when it came to him that his mission was to learn the Indian language, and preach the Gospel to them in their own tongue, and translate the Bible for them to read. He felt that the Indians were a part of the human race, that they were the children of God, and the Gospel was for them as much as for the English. He went all about here preaching to them, whenever he could gather them in their wigwams, or under wide-spreading trees, on foot, or on horseback, at Newton and Natick and Ponkapog, down as far as the Cape, out as far as Brookfield, up to the very border of New Hampshire, often with no shelter, wet to the skin all day long, halting to rest at night, wringing the water from his stockings, with no fire on winter days, hungry and weary, he counted it all joy if only he could lead the red man to a higher life.

DEDICATORY EXERCISES

Then he would come to his home, just back of where the Peoples Bank now is, corner of Dudley and Washington Streets, and into the long nights, with the light of only a tallow candle, he toiled over his translation of the Scriptures. The story of his missionary labors has gone throughout Christendom.

It would be interesting if he had left on record some of the mistakes he made in his translations into that strange and most difficult, imperfect, unformed, unmanageable as any dialect on earth,—but he was too busy to think of any humor about it. But we have one example. When he wanted to translate a passage in Judges, “the mother of Sisera looked out at the window and cried through the lattice,” he could find no word for lattice. He asked one after another; he described it as a framework with open spaces, as netting, as wicker. At last they gave him a long, unpronounceable word, and years after, when he understood the language better, he laughed to find he had translated it, “The mother of Sisera looked out at the window and cried through an eel-pot.

The Apostle Eliot was distinguished everywhere for his charity. Out of his scanty salary he gave several hundred pounds for individual, educational, and religious aid. His charity, it was said, was a star of the first magnitude in the constellation of his graces. A little story, which you may have heard, always must be told to illustrate this trait. He was making a pastoral visit one day on a poor widow. The church treasurer had just paid him his quarterly salary, tied up with many knots in a handkerchief, that he might be sure to take it home. As he was about to leave, he took out the money to give her something, but the knots were hard and the Indian boys were waiting in his study to be taught, so he threw it all into her lap, saying, “There, dear, I doubt not the Lord meant it all for you.”

So he went on, faithful in his own parish ministry, devoted day and night to translating the Scriptures, and to preaching to the Indians, until with slow and feeble steps he could hardly get up the hill on which his church was situated, and as death crept upon him when he was past eighty, a friend asked him how he was, he replied: “Alas, I have lost everything; my understanding leaves me; my memory fails me; but I thank God my charity holds out; I find *that* rather grows than fails.”

The Indians hereabout have all disappeared; no one can read his Indian Bible,—the work of so many years of hard study,—and you may ask, were all these toils of the scholar and missionary in vain? Was this life a failure? Is any life spent in such

DEDICATORY EXERCISES

unselfish service a failure or a waste? Then this universe is a failure.

And are you tempted sometimes to think that saintship belongs to poetry, or painting, or to the far past? Then I say, whenever you visit the scenes of the Apostle's labors, at Natick, or Newton, or throughout Massachusetts; when you go past the Roxbury Latin School, or the school at Jamaica Plain, or the old church in Eliot Square, or his grave in the burying ground at the corner of Washington and Eustis streets, call to mind the life of the Apostle Eliot and know that the call to saintship has not ceased, and its possibilities have not died out.

The Chairman: A hymn has been written for this occasion by Miss Kate Louise Brown, and it will now be sung by some of our Dover school children.

ORIGINAL HYMN.

BY MISS KATE LOUISE BROWN.

God of the forest grand,
God of the smiling plain;
God of the glowing, friendly sun
The healing silver rain.
God of the human heart
Alike in high or low
We lift to Thee our grateful praise
Our thanks before we go.
Thine was the Red Man's power,
Thine is our care and skill;
They heard Thy voice in storm or calm,
We pray to do Thy Will.
So, children of one God
Within one Love we live,
Forgive our blindness and our strife,
As we all wrong forgive.

The Chairman: I will now ask the Rev. Edward S. Sanborn to deliver a benediction.

BENEDICTION.

BY REV. EDWARD S. SANBORN.

May the blessing of Almighty God, our Heavenly Father, rest upon us as we separate, and continue with us. May we cherish the lessons of the hour. May we have more of the spirit of Thy servant and apostle, John Eliot, whose was the spirit of his Master and ours, the Lord Jesus Christ. May we do what we can to bring in His Kingdom; to give light to those that sit in darkness, to give relief to the oppressed, and to send salvation to the whole earth, and unto the King, eternal, immortal, invisible, the only wise God, be honor and glory for ever and ever. AMEN.

DEDICATORY EXERCISES

The Dover Historical Society takes pleasure in presenting to the residents of Dover this volume of proceedings which contains many facts of local history which would otherwise have been lost. This publication has been made possible through the subscriptions received from those named below, who are really the donors of this little book, through the medium of the Dover Historical Society.

It has been a pleasure to the subscribers to make this contribution in recognition of the obligations of the present generation to the previous inhabitants of the town; who defended their homes, fought for their country, established existing institutions, and two centuries ago built with bended backs and unscientific methods, the roads we now enjoy.

Too many accept these blessings without a thought of the sacrifices of those who created them, or of the obligations that rest upon them, other than the paying of their annual tax bill.

"We are living on the labors of past generations. Every person who has preceded us has added something to the structure of the Republic just as surely as the coral insect has builded himself into the reef. If, in most cases this work has been sound and true and fit to serve as a base for something better, we ought to keep in mind the obscure toilers who strove and wrought and died."

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APPENDIX TO MR. SMITH'S HISTORICAL ADDRESS.

There was no systematic attempt at higher education until after the opening of the railroads to Dover in 1862, although in the years that had passed many young men and young women had attended out-of-town academies and young ladies' seminaries for a few months after completing their attendance upon the district school.

In 1820 the town appropriated \$450 for schools, and in 1860 she appropriated only \$700, but in the next forty years, with but little increase in population, she increased her appropriation many fold.

With the opening in Needham of Harvey's Young Ladies' Seminary and the Oakland Hall School for Boys, pupils commenced to go out of town to school,—a practice which has been kept up to the present time. The following Dover pupils attended Mr. Harvey's School: Sarah Dunn, Helen Dunn, Anna L. Smith, Emma Howe, Ellen Draper.

Oakland Hall School: Charles Dunn, John A. Sullivan, H. Ephraim Wilson, P. Allen Bachelder, Frank Baldwin.

Needham High School: Alice J. Jones, Inez L. Jones, Anna Howe, George Dunn, Marietta W. Bailey, Josephine Bliss, Benjamin Bliss, Anna Whiting, Ida Mann, Nancy Wilson, Ida C. Whiting, Emma Hatch.

Newton High School: Caroline A. Whiting.

Medfield High School: William F. Shumway.

Rice's Academy, Newton Centre: I. Henry Howe, Roger Battelle:

Miss Davis' School, Charles River: Abbie Baldwin.

Jamaica Plain High School: Eva Farrington.

Miss Ireland's Private School, Boston: Eleanor S. Sturtevant, Belle Sturtevant.

Dedham High School: Mary E. Farrington, Sarah R. Farrington.

Rev. C. S. Locke's Private School, Westwood: Lottie Scott, Julia Farrington.

The following persons are recalled—there are no records on the subject— as having attended school out of town in the years

DEDICATORY EXERCISES

preceding 1860. While many names will doubtless be found omitted from this list, to the disappointment of friends, yet it is a matter of congratulation that so large a number of persons are still remembered as having gone out of town to school

Allen School, Concord: Lucy Mann, Betsey Richards.

Charlestown Female Seminary: Betsey Richards, Caroline Battelle, Mary Barden, Maria Bigelow, Ann Battelle, Parthena G. Jones, Ann Jannett Battelle.

First Middle School, Dedham: Sarah E. Howe, Mary W. Howe.

Bradford Academy: Ann Harding, Betsey Mann.

The Misses Draper's School, Hartford: Elizabeth Newell, Martha Newell.

Miss Wilbur's Boarding School, Newport: Harriet Wight.

Miss Sanger's School, South Natick: Dorcas Chickering.

Gannett School, Boston: Irene F. Sanger.

Abbott Academy: Ellen Bigelow.

Wheaton Seminary: Lucy M. Richards, Jennie A. Richards.

Allen School, West Newton: S. Eudora Shumway, Benjamin Newell.

Oread Institute, Worcester: Lizzie Newell.

Leicester Academy: George Chickering.

Worcester Academy: Allen E. Battelle.

Stone's English and Classical School: George L. Howe, Ithamar Whiting, Levi A. Talbot.

Framingham Academy: Otis Chickering, John Sanger.

Holliston Academy: Amos W. Shumway, Nancy E. Draper, Louisa B. Howe, Lucy L. Chickering, Francis D. Bigelow, Eliza J. Mann, Mary J. Mann, Eleanor Whiting, Benjamin A. Fuller.

Burgess School, Dedham: Ephraim Wilson, Edwin Wilson.

Old Eliot School Roxbury: Abner L. Smith.

Franklin Academy: Rebecca Richards, Daniel F. Mann.

Normal Schools in their early establishment had the following Dover young ladies enrolled: Parthena G. Jones, Harriet Chickering, Maria Adams, Lucy Chickering, Carrie Kenrick, Emily Chickering.

The following names should be added to the list published in the History of Dover—page 220—of residents of the town who have attended college: Otis Chickering, Lawrence Scientific School, Harvard, 1858-1860; Willard Mayne Chandler, Massachusetts Agricultural College, 1878; Benjamin Pierce Cheney, Harvard, 1890; Charles Paine Cheney, Harvard, 1892; James Henry Chickering, Massachusetts Agricultural College, 1901;

DEDICATORY EXERCISES

Frank Abel Bean, Freshman, Brown University, 1902; Georgia Elizabeth Thompson, Boston University, 1910; Henry Davis Minot, Sophomore, Harvard; Robert Sedgwick Minot, Jr., Freshman, Harvard. The following are now—1911—college students: Evalyn Dolly Higgins, Senior, Boston University; Bertrand Cole Wheeler, Senior, Dartmouth; Allen Thorpe Wheeler, Junior, Dartmouth; Grace Wight Thompson, Special, Boston University; Wayland Manning Minot, Junior, Harvard.

ADVERTISEMENT

The following publications relating to the history of Dover have been issued:

HISTORY OF DOVER, cloth, 354 pages, 2 maps, 20 illustrations. Price, \$1.50, net; postage 18 cents additional. Address, Town Clerk, Dover, Massachusetts.

DOVER FOLK-LORE, 114 pages. Price, cloth, \$1.00 postpaid; paper, 50 cents, postpaid. Address the author, Miss Alice J. Jones, Franklin, Mass.

THE FOUNDERS OF THE FIRST PARISH, cloth, 8vo., 1 map. Illustrated with twelve pictures of the houses standing in 1908, which were built before the Revolution. Price, \$1.00 postpaid. Address, Clerk, First Parish Church, Dover, Massachusetts.

PUBLICATIONS DOVER HISTORICAL SOCIETY, Dover, Massachusetts.

DOVER'S FIRST OLD HOME DAY (1903), paper, 55 pages. Price, 25 cents, postpaid.

PROCEEDINGS, DEDICATION SAWIN MEMORIAL BUILDING (1907), paper, three illustrations, 40 pages. Price, 25 cents, postpaid.

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Address, Secretary Dover Historical Society.

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